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ABSTRACT

The Committee on Education and Labor oversight hearing on historically black colleges and universities focused on their unique role and mission in the United States. Colleges created to serve black Americans have existed for over 135 years, and during this time, they have demonstrated their ability to meet the special needs of black students. There are currently just over 100 such colleges, and they enroll nearly 20% of all black Americans attending college. Though funding problems have made several of these institutions close their doors, recently they have enjoyed a resurgence of strength and popularity. This hearing looks closely at the outcome of the nation's investment in black colleges and universities to better understand what is happening on their campuses today and to explore their future needs. Statements are presented from Congressmen Pat Williams, Tim Valentine, and Major Owens as well as several members of panels on Financial Assistance for Student and Faculty Development. It is recommended that a commission on black education rather than on higher education be considered. Prepared statements and supplementary materials from 14 representatives of black colleges are included. (SM)

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THE UNIQUE ROLE AND MISSION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON
EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDREDTH CONGRESS

SECOND SESSION

HEARING HELD IN DURHAM, NC
SEPTEMBER 12, 1988

Serial No. 100—98

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THE UNIQUE ROLE AND MISSION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

MONDAY, SEPTEMBER 12, 1988

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Durham, NC.

The subcommittee met, pursuant to notice, at 10:17 a.m., in the Health and Sciences Building Auditorium, North Carolina Central University, Durham, North Carolina, Honorable Pat Williams, (chairman of the subcommittee) presiding.

Members present: Representatives Williams, Owens and Valentine.

Staff present: Rick Jerue, majority counsel, Patricia Sullivan and Michael Lance, legislative associates.

Mr. **Williams.** I call this hearing of the Subcommittee on Postsecondary Education to order. This is an oversight hearing on Historically Black Colleges and Universities.

I am very pleased to convene this hearing of the Subcommittee on Postsecondary Education on this particularly impressive campus.

When my colleagues, Chairman Gus Hawkins of the Education and Labor Committee and Congressman Major Owens first discussed this hearing with me, we agreed that the ideal place to hold it would be on a quality campus. I am grateful to the entire North Carolina Central community for the assistance they have given us as we have worked to put this hearing together.

The issue before us today, the role and mission of our nation's historically black colleges and universities, represents an important episode in the history of American higher education. It is an episode that has been marked with great success and accomplishment, and I underscore its importance.

This subcommittee is taking the unprecedented step of dedicating an entire hearing solely to the topic of historical black colleges and universities.

Colleges created to serve black Americans have existed for more than 135 years. During this period, these institutions have demonstrated their ability to meet the special needs of black students. In order to put the accomplishments of these institutions into perspective, I note that there are only slightly more than one hundred historically black colleges and universities in this country. That, by the way, is out of three thousand, two hundred colleges and universities. Yet this handful of institutions enroll almost twenty percent of all black Americans attending college, they produce forty percent of black baccalaureates, graduate forty-eight percent of American's black computer scientists, forty-three percent of black physical scientists, and forty-eight percent of all black teachers, and just six historically black colleges produce more than forty percent of all black engineers in the United States.

These institutions do indeed make an important and significant contribution to our nation's system of higher education. The past decade has brought difficult challenges for these institutions. Faced with the decline in federal student aid dollars proposed by the Reagan/Bush administration, and confronted with increasing competition for black students with predominantly white institutions, the black higher education community have seen several institutions close their doors. However, the predictions of further demise of black institutions made only a few years ago were apparently premature.

Most recently, black colleges and universities have enjoyed a resurgence of strength and a resurgence of popularity. Effects of fund-raising campaigns have brought private sector support. Strong marketing and recruiting activities have attracted many black students back to black college campuses.

This year, public black colleges saw enrollment increase by three and a half percent compared to less than half a percent last year; and the public four-year institutions, by the way, enrollment has increased less than two percent.

The increase in black college campuses was fueled primarily by the increase of nine percent in first-time freshmen attending these institutions.

Today's hearing will focus on the unique role and mission of our nations black colleges and universities. It is appropriate that this hearing is being held here in the Raleigh-Durham area, the home of three extraordinary black institutions, Shaw, St. Augustine's, and our host, North Carolina Central.

This hearing will give us the opportunity to take a careful look at the outcome of our investment in black colleges and universities, to get an understanding of what is happening on these campuses today, and to explore the future needs of these institutions. We look forward to hearing from all of the witnesses who will testify today.

As you can see, I have two members of the House of Representatives with me. Let me first introduce our host, a good Congressman who is fortunate enough to represent this district and have this campus within the district, our friend and colleague, Tim Valentine.

Tim, do you have an opening statement?

Mr. VALENTINE. Mr. Chairman, I want to say, first of all, that we welcome you to the Second District of Durham and Central, and express our appreciation to you for taking this time to bring this subcommittee here to examine this seriously important problem.

I also want to, of course, say welcome to Major Owens. We came to Congress at the same time, it has been six years now. He is an outstanding member of Congress and is a member with a great future. We hope that you enjoy this today and we hope that both of you will return to visit with us again in the future.

I would, Mr. Chairman, like to say one or two words about this problem which we are here to talk about. Let me say also a word of welcome to the distinguished educators who are here in this auditorium from all over the southeast and other parts of the country.

I want to mention to the group that last October, one of the subcommittees on which I serve, that is the Science, Research and Technology Subcommittee, held a hearing in Research Triangle Park which gathered evidence on this same problem, and I hope that that hearing will be of some importance to our Chairman, the Subcommittee and the full Committee in addressing the problem from that perspective.

I am pleased to report to my friends and visitors here that since the October hearing, the conference agreement on fiscal year 1989 authorization bill for the National Science Foundation contains a provision to set-aside 12 percent of its funds for historically black colleges and universities for a research facilities modernization program, which, Mr. Chairman, and visitors, I think is, I believe, a direct outflow of subcommittees and committees of Congress addressing this problem this way.

Our nation's black colleges and universities serve as a vital resource, as the Chairman has pointed out, and we just have to find better ways to address the particular problems and to have the level of discharges of responsibility in these areas.

The contributions, and much greater contribution can be made to graduates of these institutions and we have to find a way, as I said, for the federal government in conjunction with local government and private interest and private foundations to enhance the opportunities in attracting more students into these institutions and provide ways for them to get out with those degrees.

This nation cannot hope to compete effectively in a high-tech society if we continue to ignore such a large pool of talent. At a time when blacks are underrepresented in the science and engineering fields and HBCUs are confronted with increasing problems, I believe that it is doubly necessary that we look for ways to provide new opportunities for black students and to strengthen these historically black institutions. Not only that group of students and those institutions, but all Americans, will benefit, and I ask, Mr. Chairman, to put my statement in the record.

I thank you very much and, again, welcome to the Second District.

[The prepared statement of Hon. Tim Valentine follows:]

STATEMENT OF HON. TIM VALENTINE

Thank you, Mr. Chairman.

First, let me welcome each of you to the Second Congressional District of North Carolina. I have represented this district in the House for nearly six years, and I am delighted that my colleague, Chairman Pat Williams, has chosen this district and this outstanding institution to examine further the unique purpose and scope, as well as the problems, facing historically black colleges and universities.

Let me also thank the Chairman for allowing me to participate in this morning's hearing. Although I am not a member of the House Education and Labor Committee, I am quite concerned with and interested in educational matters and especially those that affect institutions with special purposes and missions, such as historically black colleges and universities.

Last October, one of the subcommittees on which I serve, the Science, Research and Technology Subcommittee, held a hearing on this same campus at my request to examine the role of HBCUs in federal scientific and technological research. Our Subcommittee examined the disturbingly low numbers of minority students enrolled in science and engineering research education. We also focused on the role of the federal government in correcting the problems associated with minority underrepresentation in these fields of study, helping HBCUs increase minority participation in these areas, and enhancing the quality of education at these institutions. I am pleased to report that since the October hearing, the conference agreement on the fiscal year 1989 authorization bill for the National Science Foundation contains a provision to set-aside 12 percent of its funds for historically black colleges and universities for a research facilities modernization program. This program will help black institutions of higher education upgrade and maintain their research facilities in order to conduct scientific education and research projects. This is an important first step toward strengthening black institutions.

Our nation's black colleges and universities serve as a vital resource and training ground for many black Americans. These institutions have produced upwards of 70 percent of all black college graduates, including many of our nation's black business leaders, public officials, federal judges, doctors, lawyers, and scientists. In the future, these institutions will produce in excess of 300,000 black college graduates every ten years.

While HBCUs have educated a major portion of the nation's black college graduates, these institutions are beset with increasing problems. HBCUs serve some of the nation's most disadvantaged students, have slim endowments, and lack financial resources to develop programs that enable them to compete with other institutions. These institutions operate on small budgets, limited by their students' ability to pay and by small state appropriations. For these schools to continue fulfilling their special mission and scope, and to survive in the decades to come, these institutions will need additional support and greater resources. One promising source of support is through public-private sector partnerships, which are already in place at some schools.

This nation cannot hope to compete effectively in a high-tech society if we continue to ignore such a large pool of talent. At a time when blacks are underrepresented in the science an engineering fields and HBCUs are confronted with increasing problems, I believe it is doubly necessary that we look for ways to provide new opportunities for black students and to strengthen black schools. Not only that group of students and those institutions, but all America, will benefit.

Thank you.

Mr. **Williams**. Thank you very much. Now I recognize a member of the House Education Committee, Chairman of the Subcommittee on Select Education, a good ambassador and friend of education in America, including, of course, historically black colleges and a person who requested a hearing be specifically conducted on the role and successes and difficulties of the black colleges and universities in America, Congressman Major Owens of New York.

Mr. **Owens**. Thank you very much, Mr. Chairman. I see we have a very ambitious schedule here, so I will keep my remarks very brief.

I would like to begin by thanking our host, Mr. Valentine, for arranging such good weather this morning, and I also would like to thank you, Mr. Chairman, for holding this hearing, and also for the magnificent job you have done on the Student Loan Default Bill. Your bill will beat the Neanderthal approach to the problem which I think all of these black colleges and universities will welcome, just as universities all across the country will welcome, students certainly.

Within the constellation of about three thousand higher education institutions in America, only about one hundred and fifty are predominantly black or historically black. That is a very small amount, at least looks very small, and are vitally needed. We should mourn the loss of Bishop College in Texas and resolve that no more institutions shall go down the drain in that manner.

We realize in the rest of the twentieth and the twenty-first centuries that there will be tremendous challenges for all institutions of higher education, and certainly, particularly, the specific challenges to black institutions are going to be enormous. We need them all, and I think that today's hearing will take us a little bit further along the road to understanding those special needs and the special response that is going to be necessary from the federal government.

Thank you very much, Mr. Chairman.

Mr. WILLIAMS. Thank you, Major. I see Chancellor Richmond here and Ty, if you would like to come around and make an opening statement, we would appreciate hearing from you.

If you want to take this microphone at the table to my left here.

Mr. RICHMOND. Mr. Chairman, I did not come prepared to make any formal remarks or put anything in the record, but like a good Boy Scout, we always come prepared.

To Congressman Williams, Congressman Owens and our own, Congressman Valentine, we are certainly delighted to welcome you to North Carolina Central University.

I would certainly like to extend that welcome to my very able and capable colleagues who work daily in the vineyards of black higher education, and we welcome you to this campus.

North Carolina Central represents the home of the Eagles and on some Saturdays, we have a fondness of saying that the Eagles are no common, ordinary, barnyard fowl. We don't say that in a boasting way, but particularly when victory is looming, we certainly like to say that. [Laughter.]

I think it is one way to look at these institutions that will be discussed here today, that no doubt they are not common nor ordinary.

During my teaching days, I taught Production and Operations Management, and I believe if you were to look at these one hundred plus institutions as a production function, where we would look at the input, look at the transformation that must take place, and look at the output, I think we would clearly agree that the institutions that we will discuss today are the most productive high-education institutions in this country in terms of the readiness of the input, in terms of the efficiency and the effectiveness of the transformation, and in terms of the quality of the output.

Again, I am delighted to have you on the sloping hills and verdant green of North Carolina Central University. We are always delighted to have our own, Mr. Valentine, home and Congressman Owens was here just a few weeks ago, a few months ago, and Congressman Williams, we are delighted to have you here also.

Mr. WILLIAMS. Thank you, Chancellor. I took a foot tour of your campus just prior to the beginning of the hearing and went up past, if I can remember these names, the Student Union and then by Rush Dormitory and Administration Hall and noticed that Founder Sheppard is still very present in front of the Administration Building. I then came back through the Political Science Building and I can tell you that there are a lot of eager looking students that are taking Political Science, and we want to get to know some of them, because they have the ideas for the future as you well understand.

It is a very impressive campus. Has school just started this week?

Mr. RICHMOND. No, we are in our third week of classes.

Mr. WILLIAMS. Third week. The students look awful bright and ready for having been here three weeks already. [Laughter.]

Well, let's begin now—and Tim says that this weather continues right through the rest of the year and on to the next. [Laughter.]

Let's ask our first panel on Financial Assistance for Student and Faculty Development, Dr. Albright, Dr. Branson, Dr. Bristow and Mr. Guitard to come to the witness table. Congressman Valentine, I know that this hearing is being held at a particularly difficult time for you and you have other duties this morning. We are very appreciative of you coming by and greeting us and we know of your long interest in this institution and the other historically black colleges and universities throughout, not only North Carolina, but the United States, and we continue to look forward to your good assistance as we move to continue to progress with these institutions. Thanks for being with us.

We apparently have one missing, and that would be Mr. Guitard, who is a student. Oh, here he comes. All right.

Let's first hear from the President of Johnson C. Smith University of Charlotte, Dr. Albright. Doctor.

STATEMENTS OF DR. ROBERT ALBRIGHT, PRESIDENT, JOHNSON C. SMITH UNIVERSITY, CHARLOTTE, NC; DR. HERMAN BRANSON, DIRECTOR, PRE-COLLEGE SCIENCE AND MATHEMATICS RESEARCH PROGRAM, HOWARD UNIVERSITY, WASHINGTON, DC; DR. CLINTON BRISTOW, DEAN, CHICAGO STATE UNIVERSITY, CHICAGO, IL; AND JAMES GUITARD, STUDENT, NORTH CAROLINA CENTRAL UNIVERSITY, DURHAM, NC

Dr. ALBRIGHT. Thank you very much, Mr. Chairman, and members of the House Subcommittee on Postsecondary Education. I am Robert Albright, President of Johnson C. Smith University in Charlotte, North Carolina.

On behalf of the nation's historical black colleges and universities, I both thank and commend you for holding this historic hearing on the campus of North Carolina Central University, and I express to each member of this panel my deepest gratitude for your continued interest and support of our universities and institutions.

I should particularly like to recognize and salute Congressman Major Owens of New York who has been such a strong supporter of our institutions and for his continued efforts to educate the nation to his great obsession at the Annual Congressional Black Caucus weekend.

I am advised that each of the speakers this morning will have only five minutes to present our testimony. Therefore, I shall restrict my verbal comments to a few relevant statements on revising student financial aid, and with your permission, I should like to submit a full written testimony, which will address the range of topics which are on the agenda for today.

Mr. WILLIAMS. Without objection, your statement and that of each of the witnesses will be included in its entirety in our hearing record and you may summarize, each of you, as you see fit.

Dr. **Albright**. Thank you very much, Mr. Chairman.

Let me begin my testimony this morning with fundamental assertions. In brief, gentlemen, I suggest to you that our current Student Financial Aid Programs are not meeting the needs of the nation's disadvantaged students, and that the absence of the corporate resources to help finance the cost of education of the many black youngsters who attend and wish to attend our institutions, threatens the very survival of many of our colleges and universities, institutions which have for well over one hundred years provided this nation with trained black leadership who are making so many valuable contributions in every facet of human endeavor.

As a consequence, the number of black Americans enrolled in college has declined steadily since 1976 and even though an increasingly higher number in percentage of black youngsters apply for admission each year, the tragic reality is that between the absence of support to help them and the terribly complex and bureaucratic procedures necessary to receive federal student financial aid, many of these youngsters are discouraged and all too often lose their enthusiasm and interest for higher education.

In our own institution this past year, over two thousand students applied for admission as freshmen. We were able to admit about a thousand and yet, when school began this fall, we had to send home about a hundred freshmen who could not enroll in Johnson C. Smith because we simply had no available aid to help them, and I rather suspect that this story I am telling you now about our experience can be replicated in almost every historically black campus.

In the last ten years, there has been a drastic unfortunate shift in our national financial aid posture. In brief, ten years ago, the relationship between federal grants and loans has shifted from a 60/40 balance in favor of grants to an almost 60/40 balance in favor of loans. As a result, even the relatively poor students who attend our institutions are required to borrow approximately $14,000 over the course of four years, where in some cases more than their family make in one year, to support their higher education ambitions; and despite rhetoric to the contrary, the safety net is not working for the poor and disadvantaged students to attend our institutions.

Again, a personal example, in the 1979–80 academic year, less than ten percent of the students at Johnson C. Smith University were required to take out a guaranteed student loan to finance their education. Today, and tragically, over sixty percent of our students are required to take out such loans; and, again, I rather suspect that our experience is the norm rather than the exception.

Second, campus-based aid, for the various Title 4 programs which are administered by institutions, that is the SEOG program, the Pell Grant, the National Direct Student Loan, and the Carlsburg Study Program have experienced little or no real growth in the past decade.

Consequently, as the cost of attendance has risen, our financial aid administrators have had to stretch a stagnant pool of money over a wider pool of students.

Statistically speaking, after adjusting for inflation, campus-based aid has actually declined by ten percent overall during the past several years.

Third, in an effort to assist our students, the nation's historically black colleges have been forced to allocate more and more of our finite endowment resources to financial aid. This is a particularly tragic and unfortunate circumstance inasmuch as the average endowment at private black colleges is only about four million, five hundred thousand dollars, as compared to an average endowment of over thirteen million dollars at private institutions. Perhaps even more tragically, our sister public black colleges on average have endowments that are significantly smaller than the endowments of the private black colleges.

Fourth, each of our institutions have been significantly impaired by the recent federal strategy to shift almost all responsibility for verifying student-aid awards to institutions of higher education. We have had to shift precious institution resources to meet the ever complex and demanding responsibilities for bookkeeping and verification. Indeed, it is sad but true that the administrative costs allowance provided under Title IV is far too small to staff our financial aid offices under even the best of circumstances.

Fifth, Congressional efforts to address the loan default problem may exacerbate the problems of historically black colleges.

Let me go on record as stating that all of our institutions agree that this issue must be addressed and we abhor the high default rates as much as you do. However, with the greatest respect, we simply do not believe that the various pieces of legislation being considered are necessarily the answer to the problem. We are equally confident that the measures under review may prove harmful for the institutions and the students we serve.

Let me be more specific. We believe that any policy which gives the Secretary of Education the authority to run it, suspend, or terminate the eligibility of any institution with high default rates from participating in student-aid programs will harm this universe of institutions.

Second, we fear that the current tuition refund policy under consideration will force our institutions to increase costs to offset the revenue that may be lost if we are required to repay money for students who drop out during the semester after we have already contracted with faculty and support personnel to assist these students.

Third, in light of the fact that over eighty percent, on average, of our students are absolutely dependent on student financial aid to help support the cost of their education, we know that the several delay disbursement statutes that are being considered will severely and negatively impact the capital of our institutions at the beginning of each semester.

Finally, our experience conspicuously eliminates the reality that the decreasing real aid available to young black Americans is having a disproportionate effect upon the number of youngsters who view higher education as reality as they consider the massive debts they will have to experience if they support themselves with loans. Therefore, members of the House Committee on Postsecondary Education, I contend our current structure in student aid cost policies have drastic need of revision. Indeed, I doubt that few can reasonably argue that these programs are working, that they are serving students well, or that they are not endangering traditional department heads among the federal government, families and institutions of higher education.

Their recent remedies is why this issue must rise to the level of national urgency. Our institutions must not only be preserved but strengthened to insure that the ever-increasing number of black Americans who wish to have the opportunity of choice can have that opportunity.

In spite of the ever-increasing high school completion rates, the number of black students enrolling in higher education have declined and continue to decline since 1976. Yet, by the year 2000, one of every three Americans will be black or brown. Thus, one must ask the question, if black colleges are not available to train these youngsters, who will do so?

Secondly, the average family income of the youngsters who attend black colleges is slightly above $16,000 per year. Therefore, federal aid is not available sufficient to assist these youngsters and their families, how will they be educated?

Let me close by citing just a few specific recommendations for this family.

First, the federal government should require students to complete the requisite financial aid forms only one time, at the freshman year level, and, thereafter, request only a one-page annual income update. This would eliminate a great deal of confusion and frustration for students and their families.

Secondly, the federal government should either relieve institutions of higher education of the awful burden of verification or provide institutions that serve large numbers of low income and disadvantaged students with a marginal administrative cost allowance budget to staff such programs.

Incidentally, I believe that larger and better trained staff of historically black colleges would enable us to provide more indepth screening and counselling for students, thereby addressing the student loan default in more substantive areas.

Third, the federal government should revise the current formulas and eligibility guidelines for awarding student financial assistance. Far too many future Leontine Price's, Jesse Jackson's, Andrew Young's, Frank Yerby's and Frederick Marshall's are being closed out of higher education because of frustrations and dispair caused by unnecessary and complex bureaucratic examples.

Fourth, the federal government must address the availability of financial assistance to the disadvantaged. Black families simply do not have the discretionary resources to substantially assist their children to enter and complete college and if increases in federal aid are considered, we must return to a minimum to more grants and less loans.

Fifth, the Congress should institute all efforts to tie a threshold to loan departments to limitations of sanctioning termination sanctions.

Finally, the federal government should require institutions to front load federal financial aid packages with more grant money and less loans for the first two years of college for students identified as either high risk or socioeconomically disadvantaged. We believe that such a provision would also be a powerful weapon for reducing the current default rates of historically black colleges.

Mr. Chairman, and members of the Subcommittee, on behalf of my colleagues and the thousands of students who attend our institutions, I thank you for holding this historic hearing and for giving me the opportunity to offer testimony before you today.

I shall be pleased to respond to any questions you may have. Thank you, Mr. Chairman.

[The prepared statement of Dr. Robert L. Albright follows:]

THE UNIQUE ROLE, MISSION, AND NEEDS OF THE NATION'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

COMMENTS OFFERED BY DR. ROBERT L. ALBRIGHT, PRESIDENT, JOHNSON C. SMITH UNIVERSITY

ABSTRACT

Throughout the history of their existence, the nation's Historically Black Colleges and Universities have never recevied the financial support they have needed or deserved from any segment of the society. Although some federal efforts have provided a modicum of support to this universe of institutions, such efforts have clearly not been commensurate with the level or magnitude of federal largess extended to other institutions.

This paper provides a brief overview of the historical significance of Black Colleges and a description of extant federal assistance to this universe of institutions. Further, it sets forth a series of recommendations for a stronger and infinitely more responsive program of federal assistance for Black Colleges and Universities. In brief, among some of the various recommendations offered are:

(1) Enhancing scientific facilities and research capabilities;
(2) Increasing library acquisitions and enhancing learning resources;
(3) Increasing endowment growth;
(4) Revising student financial aid policies and the adoption of more "student sensitive" financial aid programs;
(5) Enhancing instructional facilities

It is hoped that these recommendations will chart the course for engaging a discussion intended to lead to a new vision for the relationship between the federal government and the universe of Historically Black Colleges; a direction and a vision which will help these institutions prosper, and not merely survive.

INTRODUCTION

Congressman Williams, other distinguished members of this auguste panel, friends of the Black Colleges and Universities, ladies and gentlemen: I am deeply pleased and honored to have this unique opportunity and privilege of participating in this most important hearing sponsored by the Subcommittee on Postsecondary Education, and I should like to thank and commend Chairman Williams and the members of this Subcommittee for your interest and support of our universe of institutions. I also thank you for coming to one of the universities for this historic hearing.

I have been asked, this morning, to offer a few comments with respect to the topic "Financial Assistance for Student and Faculty Development" and from the perspective of my service on the Governmental Relations Committees of both NAFEO and the United Negro College Fund, it is an assignment that I relish. Thus, while I shall confine my verbal testimony to this topic, I should like the privilege of submitting—for the record—a much more comprehensive statement that addresses every aspect of the various topics you will receive testimony on this morning. Pursuant to your guidelines, I have already submitted 50 copies of my paper to you staff.

Over the past few years, I suspect that my colleagues here present and I have spent as much time in Washington, lobbying on behalf of the nation's Black colleges, as anyone. And, with the help of Michelle Stent, Director of Governmental Relations for the United Negro College Fund, Bea Smith of NAFEO and many other friends, we have enjoyed some success. Tragically, however, the few successes we have enjoyed pale by comparison with the needs of our unique universe of institutions, and the many years of neglect which now threatens the very survival of some of our institutions.

The sad truth of the matter, my friends, is that we have received eloquent praise for the important educational and social roles we play, and while we have received both promises and commitments from every President since Dwight Eisenhower, we have not received commensurate fiscal support from any administration and we have not been able to "cash in" on the various promises made. Indeed, if my colleagues and I have received even one fifth of the support that we have needed to carry out our unique and historic role of educating the nation's disadvantaged, our lives over the past few years would have been infinitely easier and our institutions would not have faced the specter of constantly living on the edge. In point of fact, only in recent years (with the support of the Congressional Black Caucus) have we been able to count upon a solid corps of support in the legislative halls of this nation. I know that I speak for my colleagues here present by saying that we all look forward to the day when a President of the United States (while praising our universe of institutions as "national resources,) and when the various members of Congress invariably praise the significant educational and social roles of our institutions, both will fight for the resources we need as vigilantly as the Congressional Black Caucus and the supportive friends in this Subcommittee.

Well, before the time allotted to me this morning expires, let me turn to the task which has been assigned to me. Let me begin by suggesting that even while I recognize that I may be guilty of preaching to the wrong audience, let me risk incurring your wrath by briefly reciting that which should be well known, namely the unique contributions of the nation's Historically Black Colleges.

Beginning with the founding of Lincoln University (nee Ashmun Institute) in 1854, the nation's historically Black Colleges and Universities have been the victims of racial discrimination, frequent and adverse criticism, and inadequate fiscal support. Moreover, they have been subjected to a posture of studied indifference by the higher educational establishment, state and federal governments, while being relegated to a relatively low position in the American social order. So termed "the Historically Black Colleges" because most of these institutions were founded with the avowed and specific purpose of providing higher education for Negro youth, the historic mission and perennial difficulties of these institutions are most eloquently described by Dr. Stephen Wright (former president of two Historically Black Colleges) when, some years ago, he observed the following vis-a-vis the Black College:

"From its humble beginnings, more than a century ago to the present, it has been dedicated to what has been perhaps the most difficult mission in American higher education—the education of Black Americans—while the majority of other Americans could have cared less. The mission has been incomparably difficult for a number of reasons: its students, in the main, have been the most academically ill-prepared; its resources, compared with its white counterparts, have been grossly inadequate; its educational objectives for its students have been complicated and restricted by a society that limited their aspirations and careers; its standing as an institution of higher education has been in question throughout its history, primarily because it is Black."

Yet, somehow this universe of institutions (whose numbers once reached as high as 300) survived—and in the process of doing so, lifted a race out of poverty and ignorance. Equally as important, these institutions became important social institutions for both the Black race and the society at large—and, they became the nation's greatest producers of Black talent. One need only study the magnificent educational legacy of these institutions to confirm this statement. For example: even though these institutions have never received the support and financial resources they have so desperately needed, they have managed poverty with greater acumen and dignity than any universe of institutions in the history of mankind, and they have compiled a record of success that is the envy of their counterparts world-wide. You know this story as well as I, but for the un-informed, let me remind you that the nation's historically Black Colleges have educated, for example, 60% of the nation's Black physicians; 50% of the nation's Black attorneys; 75% of the nation's Black military officers; and over 80% of the Black members of the judiciary. All of these professionals—and even more in almost every sphere of the human endeavor—received their primary training, their motivation, their sense of social justice at our institutions and then moved on to compete successfully at many of the nation's most elite graduate and professional schools to earn graduate and professional degrees. Even today, in an "alleged era" of equal educational opportunity, over 40% of the black students who complete baccalaureate degrees in the United States receive their degrees from the nation's 104 Historically Black Colleges! All this has been accomplished with little or no resources. Can you imagine what we could have done with just a little more help?

Well, I suspect that I have come dangerously close "to have stopped teaching and gone to preaching!" Therefore, with your permission, let me now turn to a brief analysis of the Federal role (or absence thereof) in the support of Black Colleges.

FEDERAL SUPPORT OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

As most of you know, the Federal Government first became actively involved in the support of higher education in America via the Morrill Land Grant Acts. Parenthetically, even though the first Morrill Act was passed in 1862, the first Negro Land Grant College was not established until 1871. At that time, the State of Mississippi granted three-fifths of the benefit from the land sales to establish Alcorn University. And, in 1872, South Carolina granted funds derived from the sale of land under the provisions of the Morrill Act to Claflin College, a private institution, to take on some of the land grant functions. The only other state to take advantage of the Morrill Act to support the cause of Negro higher education was Virginia when, in 1872, the state gave half of the receipts from land sales to Hampton Institute (another private college). Later, Virginia established a separate Negro land grant college (Virginia State College) to assume the land grant functions for the Black citizens of the state.

Thus, the initial Morrill land grant legislation did little to further or stimulate the development of public higher education facilities for Negroes, primarily because the white legislatures with the ultimate control of the disposition of the monies did not perceive Negro higher education as important or necessary. However, the provisions of the second Morrill Land Grant Act (1890) contained a specific injunction against racial discrimination with respect to the use of land grant institutions supported by or established under the specific legislation. Unfortunately, and in retrospect, while theoretically forbidding discirmination, the language of the second Act suggested the creation of "separate but equal" facilities for "white and colored students" satisfied the mandate of the Act. Thus, spurred to action, but very comfortable with the unique language and provisions of the Second Morrill Land Act, seventeen (17) states established separate land grant colleges for Negroes. Therefore, it was not until 1890 that public higher education for Negroes became a reality; moreover, the Negro land grant colleges started much later than their counterparts, never received the level or quality of the support implied in the language of the second Act, and until recently, never reached the fulfillment of the "land grant notion." Thus, although created by the same piece of legislation, not one of the Negro land grant colleges has reached the eminence of a University of Michigan, a University of California, or a University of Wisconsin, but to cite a few examples.

Paradoxically, the Federal Government's second major effort to provide direct support to institutions of higher education was more helpful to Black Colleges. In brief, many Black Colleges did benefit (in the form of higher enrollments) as a result of the federal financial assistance provided to returning veteran's of World War II. As a result, many of these institutions experienced higher enrollments in the late 1940's and early 1950's and Black Colleges were at least insured of receiving the tuition and other fees from these veterans as a result of federal largess. Thus, even though this support was never fully intended to benefit directly this universe of institutions, it did.

Third, and perhaps the major contribution of the Federal Government to the support of Black higher education came about with the passage of the legislation under the administration of President Lyndon B. Johnson which established the massive federal student financial aid programs which are still in existence (although thretened) today. Largely as a result of the impetus and shock of Sputnik in 1957, President Johnson quickly added support to the old National Defense Student Loan Program of the late 1950's by adding the College Work-Study Program and the Educational Opportunity Grant Program to the federal student aid portfolio. Thus, with the provision of billions of dollars of federally supported financial assistance, it is little wonder that the American educational enterprise (including Black Colleges) experienced a "golden era" during this period. Indeed, if one studies enrollment patterns among the nation's Historically Black Colleges, one observes a direct correlation between the inception of these programs and dramatically increased enrollments in these institutions. Indeed, after the introduction of the Pell Grant program and the Guaranteed Student Loan Program, the number of Black students enrolled in higher education in this country surpassed the one million level in 1980. Concurrently, the number of students enrolled in Black Colleges also reached an all-time high during this period and the colleges enjoyed a small measure of prosperity as a result of the guaranteed flow of federal financial aid support to the students enrolled.

Quickly, then, let me briefly cite two other federal measures that have been relatively helpful to the nation's Historically Black Colleges. The first is the College Housing Loan Program (initiated as a part of the Higher Educationa Amendments of 1965) which provided monies to institutions of higher education (at a 3 percent loan interest rate) to assist institutions in the construction of residential hall facilities. Again, while not specifically designed as a measure to help Black Colleges exclusively, this program was directly responsible for the construction of new (and much needed) residential hall faciltiies on the majority of Black College campuses. These new facilities helped these institutions meet the housing needs of the burgeoning enrollments and—in an indirect way—influenced the migration patterns of black students.

The second major initiative was the establishment of the Title III Program (also created by the Higher Education Amendments of 1965), which provided direct programmatic support to institutions of higher education. Paradoxically, it was under President Nixon, in 1970, that Black Colleges enjoyed their greatest support under Title III. For many, Title III (or Aid to Developing Institutions) became an euphemism for support to Black Colleges. Therefore, as a result of Title III, Black Colleges received—for the first time—direct federal support for the enhancement of their educational programs and managements needs. Indeed, since 1970, the Title III Program has been an invaluable source of support for Black Colleges.

Finally, as a result of the Higher Education Amendments approved by the Congress in 1986, there is—for the first time—a Black College Act which establishes an important source of support for Black Colleges under the new Title III Program. Under Part B of the program, the Congress has authorized a sum up to $100,000,000 for direct program support to Black Colleges—including, for the first time, direct support for hiring instructors to teach in fields in which Blacks have been "historically under-represented." This new effort of the Federal Government is undeniably an important breakthrough, for Black Colleges, for it establishes—for the first time—Federal Government's responsibility to preserve and strengthen this universe of institutions. Those of us who have been involved in these matters before, however, realize that there is a distinction between "sums authorized" and "sums appropriated;" hence, our next battle will be to insure that we indeed receive the full level of authorization and more!

I suppose that it would not be entirely fair to conclude this section without some reference to the White House Initiative for Historically Black Colleges and its impact on this universe of institutions. In brief, the first such Initiative was created by President Carter in the waning days of his administration—and, in my view, while well intentioned, never had the impact hoped for by either the President or our institutions. Ironically, the second Initiative, signed by President Reagan in the early years of his administration, has had far more impact, largely because President Reagan put more "enforcement" measures into this bill. As a result, there are far more set-asides in the funding programs of more Federal agencies than ever before. Thus, there has been an increase in dollars flowing to Historically Black Colleges from the federal apparatus than at any time in the history of these institutions. Thus, on balance, one must conclude that the "White House Initiatives" have been helpful.

With that brief, and admittedly incomplete background in mind, let me now turn to the heart of this address: namely, what the Federal Government can and should be doing to help preserve and enhance even more this set of institutions which have been universally acclaimed, "national resources."

A NEW MANDATE: INCREASED FEDERAL SUPPORT FOR BLACK COLLEGES

I hesitate to be repetitious, but I am again compelled to remind you of what a significant breakthrough the recently enacted Black College Act is for any future consideration of direct and targeted federal support to Black Colleges. Thanks to the excellent legal and educational scholarship of former Assistant Secretary of Health, Education and Welfare, Dr. Mary Berry, and Dr. Kenneth Tollett (of Howard University), the nation's historically Black Colleges were able to make an excellent case for direct Federal support to these institutions. Their fine work met the legal and educational challenges which undergirded the promulgation of the Black College Act and it established an important precedent for future targeted support.

What then, are the areas we should now address vis-a-vis direct and substantive federal support to Black Colleges. While many would (and doubtless will) reasonably argue with my "wish list," let me engage the debate by offering the following for your consideration:

I. Scientific Facilities

As previously cited, the nation's Historically Black Colleges continue to prepare the vast majority of young Black Americans who enter the technical and scientific fields. Even today, for example Xavier College, in New Orleans, not only sends the second highest percentage of its graduates to graduate and professional schools in health related areas, but the institution has over 235 chemistry majors! Yet schools like Xavier have struggled along with facilities and equipment that in the main can be most charitably described as inferior. Clearly, all Historically Black Colleges could benefit from enhanced scientific facilities and instruments—and yet the hardest nut to crack in the entire Federal grant-making apparatus has been the National Science Foundation.

Therefore, I challenge the members of this important Subcommittee and other friends of the nation's Historically Black Colleges and Universities to develop new legislation which will recognize the extraordinary contributions of Historically Black Colleges in the fields of math and science, and accurately depict their very real needs for new science buildings and state-of-the-art instrumentation by providing a new Title for Scientific Facilities and Instrumentation for Black Colleges at the level of $25,000,000 for a minimum of ten years—or until this pressing need has been met.

II. Department of Defense

The single, largest, potential source of support today, for Historically Black Colleges, resides in the 5 percent set-aside of the budget of the Department of Defense. Thanks to the vigorous advocacy of Congressman John Conyers and his Congressional Black Caucus colleagues, this set-aside represents the potential of billions of dollars in annual support for this universe of institutions. Yet, many of us are frustrated because of our inability to access this money because of the restriction that the funds be used, primarily, for research and development purposes. In point of fact, most of our institutions (except for many of the large and comprehensive public Black Colleges, Howard and Tuskegee) have neither the research professors nor the facilities to undertake the kind of competitive research required by DOD. Ergo, this set-aside has become a parody.

The solution? Quite simply, we must amend the current legislation to permit three things:

(A) A portion of the set aside funds to be used to create endowed chairs for research professors at the Black Colleges interested in accessing DOD funds for research purposes.

(B) A portion of the existing set-aside must be available for these institutions to "gear up" their present research capabilities by the purchase of instrumentation and the enhancement of their facilities; and,

(C) A portion of the existing set-aside must be permitted to be used to establish a technical assistance consortium to assist the schools in developing competitive proposals and to allow smaller Black Colleges the opportunity to engage in consortia activities with larger and stronger Black Colleges so that their faculties and students can also enjoy the marvelous benefits that this ligislation can provide.

III. Library Enhancement

A strong library is central to the mission of any institution of higher education. Accordingly, inasmuch as the nation's Historically Black Colleges continue to provide educational opportunities for the majority of the nation's "at-risk" students, it is imperative that their library facilities are modern, functional and fully comprehensive. There are already Titles on the books for support to libraries and therefore these vehicles should be used to direct more support to these institutions. At a minimum, $10,000,000 a year should be allocated for competitive grants for the enhancement of library holdings among Black Colleges. An additional $5,000,000 per year should be allocated for the provision of learning resources (e.g., computers, audiovisual aids, etc.) to help support the technical needs of the libraries of these institutions. Finally, the Federal Government should establish a fund to provide graduate school scholarships for Black students who wish to pursue careers in library science. Such scholarship assistance will strengthen not only Black Colleges, but the thousands of public schools across the nation which have difficulty attracting qualified Black librarians.

IV. Enhancement of Instructional Facilities

Many of the nation's private Black Colleges suffer immensely from the absence of modern and functional instructional facilities. Indeed, as one tours the campuses of Black Colleges, one is struck by the age of the facilities. Much of the "facilities deficit" problem is occasioned by the fact that:

(A) Many of these institutions simply have not had the resources to build new facilities and are located in states which do not allow private institutions to participate in state-guaranteed bond packages;

(B) Many of the institutions have had to defer maintenance in order to provide financial aid assistance to the students they serve; and

(C) As enrollments have declined at some institutions, many Boards have refrained for major capital investments.

In any event, it is clear that the nation's Historically Black Colleges have massive needs for: new libraries, classroom buildings, performing arts centers, etc. The absence of adequate facilities, I believe, has implications for enrollment as many of the very same students we are recruiting are also being recruited by mainstream institutions with new, functional or attractive facilities. Thus, in one fell swoop, an enhanced Facilities Bill would provide Black Colleges with better facilites to complement the educational mission while concurrently having a positive impact upon recruitment and enrollment.

It is, of course, always dangerous to attempt to apply a price tag to the diverse and unique needs of Black Colleges in any area, but I believe that something on the magnitude of $100,000,000 per year would be necessary to address this most critical need.

V. Endowment Growth

Clearly, the nation's Black Colleges must be looking to the future and one of the critical areas of need among all Black Colleges is the matter of endowment growth for self-sufficiency. As an example of how critical this matter is, consider—if you will—that the average endowment of all colleges in the United States is about $14,000,000. Yet among the United Negro College Fund institutions (which, in the main, have higher endowment portifolios than Black public colleges), the average endowment is only $4,600,000. Should the federal government, you ask, engage in strengthening the endowment of Black Colleges? To say of course would be too simple. Yet the Federal Government is already in the endowment building business each time it awards a multi-million dollar research grant to institutions with an indirect-cost recovery rate of (in some instance) 72%! Moreover, via the recently enacted Title III Endowment Plan, the Federal Government now provides, on a matching basis, endowment grants of up to $500,000.

Thus, I believe that if the Congress and the President truly believe that these institutions are "national resources," and unless they have some other plan for meeting the educational needs of the hundreds of thousands of youngsters now enrolled in Black Colleges should they close, it is incumbent upon them to help these institutions strengthen themselves so that they will not have to continue to count upon federal largess for survival.

An enhanced federal commitment in this area may well serve to meet yet another initiative, neamely increasing private sector support for these institutions. The government should establish a new and competitive endowment fund exclusively for Black Colleges (maximum grant of $1,000,000 per year) and encourage private sector matches on a dollar for dollar basis by giving corporations and philanthropic organizations very favorable tax deduction benefits. I am clearly not as clever with figures as some members of the administration, but I wonder why a reverse supply-side economics incentive would not work here?

VI. Graduate Fellowships

Over the past few years, every informed source in the nation has been decrying the declining numbers of minority students applying for and being admitted to graduate and professional schools—particularly in the natural sciences and engineering. In actuality, many Black students cannot afford the cost of graduate education—and at a time when our national competitiveness in the technical areas is declining, we—as a nation—are actually giving less support to graduate education than in recent years.

Therefore, I believe that the Federal Government can help Black Colleges (and in the process meet a national need) by utilizing the authority of the existing Graduate and Professional Opportunities Program (affectionately known as G*POP) to allocate resources to the graduates of Black Colleges who demonstrate the ability and the motivation to pursue scientific and technical training in graduate schools. This G*POP effort was an initiative created by Dr. Mary Berry to provide just the kind of support for minorities and women. Tragically, the program has never been adequately funded ($10,000,000 or so annual appropriation) and it has been recommended for rescission by the present administration almost each year. Why, then, don't we turn a national challenge into a marvelous opportunity through the enhancement of an already existing authority? I would suspect that to make a real difference, we would need something on the order of $50,000,000 per year.

VII. Federal Set-Asides

I am delighted to learn that Congressman Mervyn Dymally and his Congressional Black Caucus Colleagues are formulating plans to request specific set-asides for Black Colleges in each of the discretionary and statutory grant efforts of the federal government. Such an effort is long overdue and it may help to break the reliance of Black Colleges upon the support of one of the least well funded agencies of the federal government (the Department of Education). As they pursue this idea, which has so much currency for the nation's Historically Black Colleges, I urge them to include some of my colleagues (i.e., the presidents of these institutions) in the discussions so that we may be able to avoid the kind of parody now existing in the Department of Defense set-aside. Therefore, as the several federal agencies consider specific set-asides, it is imperative that they query the Black Colleges with respect to what their needs are to meet the intent of the set-asides, and then provide them with the developmental resources needed to prepare to meet the challenges or unique program requirements of the set-asides. In brief, for once, let me urge that we are active participants in the discussion instead of being brought in once that almost intractable die of the federal bureaucracy has been cast.

VIII. Student Financial Aid

It would be irresponsible for me to conclude this presentation without some reference to student financial aid. As earlier indicated, there is a clear correlation between the availability of student assistance and enrollment patterns at Black Colleges. I do believe, as the current administration argues, that the extant "safety net" does provide, in the main, for the support of the poorest of the poor. However, what is lost in the current debate is the impact of the even-tightening restrictions on the eligibility for student aid for students who come from families with annual incomes of $16,000-$30,000. Clearly, at the lower level, many of these families are struggling to make ends meet and there are almost no discretionary funds to help support the costs of higher education. Thus, many students simply cannot afford to go to college without federal assistance.

I also believe, as do others, that the greatest national defense is an educated and productive citizenry. Hence, in light of the demographic predictions for the year 2000 and beyond, we must recognize that we will have to count upon the Black youth of tomorrow to drive the engines of commerce and to make a contribution to our society. Thus, we should provide for the education of those young people now!

With respect to specific suggestions, I offer the following:

(A) The government should require students to complete the requisite federal financial aid forms only one time (at the freshman year level) and thereafter only request annual updates. This would eliminate a great deal of confusion and frustration for the Black students who abhor dealing with the complexities of a financial aid processing system that is both rigid and any thing but sensitive.

(B) The Federal Government must relieve Black Colleages (and other post-secondary institutions) of the awful burden of validation. I view that process as a federal responsibility, and at the very least, if the government will require institutions to perform this function, it must provide to us the resources to hire people to perform just that function. At present, we cannot do what we should do for our students (counseling, assistance with completing forms, etc.) because of the validation burden.

(C) The Federal Government must revisit the current formulas and eligibility guidelines for awarding student financial assistance. Too many bright and enthusiastic youngsters are being closed out of higher education because of the unavailability of funds.

(D) The Federal Government should develop a new loan program for students from families with modest incomes. This program should be structured like the old National Defense Student Loan Program (i.e., in-school subsidy, low interest rates and a loan forgiveness clause for students who commit to teaching or working in fields in which a substantial portion of low-income people are involved). The new program should also forgive loans for students who enter and complete graduate school.

(E) Finally, new legislation should require institutions to "front load" federal financial aid packages with more grant money and less (or no) loan money for minority students during the first two years.

CONCLUSION

Obviously, there are many other fertile ideas for a new partnership between the federal government and Historically Black Colleges. However, in the interest of your patience and my sanity, let me draw this presentation to a close.

I trust that I have accomplished what Congressman Williams and this Subcommittee intended in this historic hearing and that you will find some currency in one or more of my suggestions. Again, I urge you all to remember the magnificent legacies of the universe of institutions known as the Historically Black Colleges, and I trust that you will share my view that the Federal Government has a moral responsibility to both preserve and enhance these institutions. Finally, I recognize that many will express the view that some of the suggestions I have offered are far too ambitious and costly. Yet, I ask the question, what is the alternative?

Again, I thank Chairman Williams and this Subcommittee for this hearing and for the invitation to prepare and submit testimony. Now having accomplished my assignment to the Congressman and my fellow panelists, let me close by extending my deep thanks to you all for your patience, your support and your understanding.

As you consider all that you will hear today and the many challenges which will be discussed later, I urge you to remember the motto of the United Negro College Fund:

"A mind is a terrible thing to waste!"

I trust that you will join us in a new partnership to extend educational opportunities to the needy and the deserving and to enhance, strengthen and preserve the Nation's Historically Black Colleges and Universities as we continue to provide the nation with the trained and enlightened leadership to help this nation face and confront the challenges of the 21st Century.

Mr. **WILLIAMS**. Thank you. Dr. Herman Branson, who is the Director of Precollege Science and Mathematics Research Program at Howard University in Washington, D.C.

Doctor.

Mr. **BRANSON**. My name is Herman Branson. I came into higher education as head of the Physics Department at Howard University, have been the President of Central State in Ohio and Duke University, I will mention. Upon retirement, I moved into the Precollege Science and Mathematics Research Program, which I think is indicative of the kind of efforts necessary; mainly, the active encouragement of black students to go into demanding intellectual fields.

Thank you, gentlemen, and Mr. Chairman, for this opportunity this morning. I saw Mr. Valentine earlier and I have given him two documents. One is short that I can read this morning and the other I hope you will include in the record.

How do we get black children to prepare for careers in the vanguard disciplines of the Twenty-first Century? This is the most important problem of education of our day. Yet it does not receive honest and honorable attention, primarily it is smeared over in rhetoric.

The basic social factor is poverty and the attitudes generated by poverty which spread over the entire black group. The poverty is real and worsening. In the years 1986–1987 median white family income rose from $31,935 to $32,274, a 1.1 percent increase, while black family income dropped 0.8 percent to $18,098.

In the last twenty years or so, the ratio of black to white median family income hovered around sixty percent. Today it is fifty-six percent, the lowest I have ever calculated.

The poverty rate among blacks rose two points to 33.1 percent. This morning one of every two black children in America awakes in a poverty home. And even more depressing, perhaps, is the fact that the average assets of white families are eleven times those of black families.

In this setting, we must have a strong, effective financial assistance program, with federal aid at the core, if parents, teachers, counselors and communities are to urge black youngsters to develop the habit of hard work, to postpone certain gratifications, to garner knowledge, and to develop interest in intellectual pursuits.

Unless opportunity for an education in a four-year college is clearly perceived as a realistic aspiration for a black child, we can expect little involvement by this society in aiding him or her up this path.

The data on what is now being achieved should galvanize this society to greater efforts. Between 1975 and 1985, the number of Ph.D's earned by black men in science and engineering decreased by seventeen percent. In 1987, black students earned no doctorates in Electrical Engineering, a great primary field. Two hundred and ninety were awarded in the United States. Of two hundred and forty-three doctorates in Computer and Information Science, two were earned by blacks. Three of the two hundred, eighty-one doctorates in Chemical Engineering, two of the two hundred and forty in Mechanical Engineering and five of the six hundred and ninety-eight doctorates in Physics and Astronomy went to blacks.

Remember that blacks are twelve percent of the population. The American Institute of Physics reported 5,200 Bachelor degrees in Physics in the year of 1986, a mere fifty-one of these were black.

Moreover, in a survey of twenty-nine hundred Physics baccalaureates overall, twenty-nine percent planned to do graduate work in Physics. Thirty-three percent of U.S. born Orientals planned graduate work, but only twenty-five percent of the black students planned graduate work.

The influential international periodical, The Economist, the issue of 25 June 1988, reported that in 1986 no blacks earned Ph.D's in Geometry, Astronomy, Astrophysics, Acoustics, Theoretical Chemistry, Geology, Aerospace Engineering or Computer Engineering.

In addition, no blacks were awarded doctorates in European History, Classics, Russian Language and Literature. In total, blacks earned seventy doctorates in all the humanities.

Of course, a student cannot do graduate work in these primary fields without a sound college background. Calculus is necessary for two-thirds of the Majors in most colleges. That is, Calculus is a basic prerequisite for careers in the modern Biological Sciences, the modern Social Sciences and Economics. Sociology now no longer—is no longer descriptive. You must know how to use a calculator or master a computer—and the Physical Sciences, as it is known to be for Engineering.

This means that the black student must graduate from secondary school with the competence and courage to undertake these subjects in college. That is, he must come out of secondary school with enough Mathematics to study Calculus in college, easily to understand complex reasoning and above all, he must feel as though he can do it.

The conviction that the student can succeed must be resident in the student and in his college. May I repeat that? "The conviction that the student can succeed must be resident in the student and in his college." At present, for every thirty baccalaureates in American higher education, there is one doctorate. For blacks, it is one doctorate for every one hundred or so baccalaureates. Thirty to one overall, but a hundred to one for blacks.

To improve on this situation, there must be a heightened federal financial involvement and I say involvement because it must not just be—comprise some, but it must be involved and the halls of education must look upon this as a serious lack. The tragedy is—that permeates society's acceptance is the fact that blacks are naturally inferior and this is not an unexpected set of phenomena. Without it, we can expect these same repellent statistics of neglect and inattention to be paraded out each year. Our sense of mission, Mr. Chairman, and national pride must rescue us. Thank you.

[The prepared statement of Herman R. Branson follows:]

Statement of Herman R. Branson, Director, Precollege Science and Mathematics Research Program, Howard University

FINANCIAL ASSISTANCE FOR STUDENT AND FACULTY DEVELOPMENT

How do we get black children to prepare for careers in the vanguard disciplines of the 21st Century? This is the most important problem of education of our day. Yet it does not receive honest and honorable attention; primarily it is smeared over in rhetoric.

The basic social factor is poverty and the attitudes generated by poverty which spread over the entire group. The poverty is real and worsening. In the years 1986–1987 median white family income rose from $31,935 to $32,274, a 1.1% increase, while black family income dropped 0.8% to $18,098. In the last 20 years or so the ratio of black to white median family income hovered around 60%, today it is 56%—the lowest I have every calculated. The poverty rate among blacks rose 2 percentage points to 33.1%. This morning one of every two black children awakens in a poverty home. And even more depressing perhaps is the fact that the average assets of white families are 11 times those of black families.

In this setting, we must have a strong, effective financial assistance program, with federal aid at the core, if parents, teachers, counselors and community are to urge black youngsters to develop the habit of hard work, to postpone certain gratifications, to garner knowlege, and to develop interests in intellectual pursuits. Unless opportunity for an education in a four year college is clearly perceived as a realistic aspiration for a black child, we can expect little involvement by this society in aiding him up this path.

The data on what is now being achieved should galvanise this society to greater efforts. Between 1975 and 1985, the number of Ph.D.'s earned by black men in science and engineering decreased by 17%. In 1987 black students earned no doctorates in electrical engineering (290 were awarded). Of 243 doctorates in computer and information science, 2 were earned by blacks. Three of the 281 doctorates in chemical engineering, 2 of the 240 in mechanical engineering and 5 of the 698 doctorates in physics and astronomy went to blacks. Remember that blacks are 12% of the population. The American Institute of Physics reported 5,200 bachelor degrees in physics in 1986, a mere 51 were black. Moreover, in a survey of 2900 physics baccalaureates overall 29% planned to do graduate work in physics, 33% of U.S.-born Orientals planned graduate work, but only 25% of the black students planned graduate work. The influential international periodical, The Economist (25 June 1988), reported that in 1986 no blacks earned Ph.D.'s in geometry, astronomy, astrophysics, acoustics, theoretical chemistry, geology, aerospace engineering or computer engineering. In addition no blacks were awarded doctorates in European history, classics, Russian language and literature. In total blacks earned 70 doctorates in all the humanities.

Of course a student cannot do graduate work in these primary fields without a sound college background. Calculus is necessary for two-thirds of the majors in most colleges—that is, calculus is a basic prerequisite for careers in the biological, social, and physical sciences as it is known to be for engineering. This means that the black student must graduate from secondary school with the competence and courage to undertake these subjects in college. The conviction that the student can succeed must be resident in the student and in his college. At present for every 30 baccalaureates in American higher education there is one doctorate. For blacks it is one doctorate for every 100 or so baccalaureates.

To improve on this situation, there must be a heightened federal financial involvement for these students. Without it we can expect these same repellent statistics of neglect and inattention to be paraded out each year. Our sense of mission and international pride must rescue us.

SUBMITTED TO THE
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
COMMITTEE ON EDUCATION AND LABOR
U.S. HOUSE OF REPRESENTATIVES

HEARING SEPTEMBER 12, 1988
NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, N.C.

*The Hazards in Black Higher Education: Program and Commitment Needs**

Herman R. Branson, *President Emeritus, Lincoln University of the Commonwealth System of Higher Education, Pennsylvania*

The historically black colleges in America, like most social institutions, may be viewed as the product of an evolving kind of nature and nurture. The nature we may view as tradition, a pattern forged over the years beginning at the time of the elimination of chattel slavery (1865). The nurture is the resultant of early and contemporary thought patterns that have led to the present constellation of support and program emphases.

BRIEF HISTORY

It is perhaps a droll fact in our history that it was the husband of Pocahontas, the Indian princess much revered by blacks, John Rolfe, who wrote in his journal that on August 20, 1619, at Jamestown, Virginia, "there came in a Dutch man-of-warre that sold us 20 negars." In 1624, William Tucker, supposedly the first black born in the North American colonies, was baptized in Jamestown. By 1708, the area of Virginia had 12,000 blacks, with approximately 1,000 more being imported annually. No plans were in effect to educate these blacks. But, by 1717, compassion and concern were awakening in the land, for Cotton Mather began an evening school for Indians and blacks. Schooling produced Benjamin Banneker (1731–1806), black astronomer and surveyor. His industrious and prosperous father, with 120 acres outside Baltimore, sent Benjamin to school where his skill with scientific tools was nurtured. In South Carolina, Samuel Thomas, an Anglican missionary, established a

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school for blacks in 1744. In Massachusetts, in 1789, the blacks themselves established a school.

By 1800, there were more than a million blacks in the United States, 18.9 percent of the population. Of these, 893,602 were slaves and 108,435 were free. These numbers were accompanied (especially in the North) by an acceleration in the education of free blacks after 1800, with some college attendance. John Brown Russwurm (1799–1851) graduated from Bowdoin College in 1826, and Edward A. Jones of Charleston, S.C., graduated from Amherst College in the same year. The most distinguished record of that time was compiled by James McCune Smith (1813–1865) at the University of Glasgow, Scotland, where he earned three degrees: the B.A. in 1835, the M.A. in 1836, and the M.D. in 1837. Henry Highland Garnet thought of Smith as the most scholarly black of his time. (I was delighted to learn, when I was president of Central State of Wilberforce, that Smith was appointed professor of anthropology there in 1864. Unfortunately, he died before he could serve.) Despite these accomplishments, however, by the end of the Civil War in 1865, with more than four million liberated black slaves and roughly four hundred thousand free blacks in the United States of America, only twenty-eight blacks had completed college.

The historically black colleges arose to meet this dire need. In retrospect, despite the most appalling resistance and often unsympathetic and contemptuous reception, they succeeded magnificently. In the 1870s, alumni of Lincoln University in Pennsylvania, for example, were routinely completing graduate and professional school programs at Harvard, Yale, and Pennsylvania.

The 1986 study conducted by Daniel C. Thompson on graduates of black colleges[1] corroborates the continuing success of the historically black colleges and universities in preparing blacks for effective participation in the American social system. In his three-year study of more than two thousand alumni of these institutions, Thompson reports that nearly 90 percent of the alumni surveyed were professionals in medicine, dentistry, teaching, and law; 8 percent held white-collar jobs, e.g., secretaries, salesmen, and office managers; and 3 percent were blue-collar workers—waitresses, taxi drivers, and cooks. Most impressive was Thompson's finding that the average income of the families headed by black college graduates was $32,000—over $10,000 above the average income of non-college families. In educational development, he reports that 50 percent of the graduates surveyed have earned master's or doctor's degrees. Nearly 10 percent of the alumni with post-baccalaureate degrees received them from Ivy League schools.

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[1] Daniel C. Thompson, *A Black Elite: A Profile of Graduates of UNCF Colleges* (Westport, Conn.: Greenwood Press, 1986).

Thompson's profile is of graduates of the historically black institutions from 1940 to 1982. Their average age was 43. Although Thompson's sample is very small, his report reveals a favorable pattern of success for the historically black institutions, especially since more than 60 percent of the alumni reporting stated that their high schools had adequately prepared them for college.

In spite of this impressive effectiveness of the historically black colleges as documented by Thompson, the pattern of enrollment of blacks in American colleges has changed drastically in the last fifty years. Du Bois, in articles in *The Crisis* during 1927, reported that 13,680 blacks were enrolled in black colleges while an additional 1,300 blacks were enrolled in predominantly white colleges. By 1978, disregarding the two-year institutions, 180,000 blacks were in historically black schools and more than 420,000 were in predominantly white schools. These data were on 105 historically black and on more than 3,000 predominantly white colleges and universities. Today, the numbers are approximately 750,000 blacks enrolled in predominantly white schools, including two-year institutions, and 250,000 blacks enrolled in the historically black schools.[2]

ADAPTATION OF THE HISTORICALLY BLACK COLLEGES TO THE PROBLEMS OF TODAY

The preceding brief history capsules a record of unparalleled success of a group of American institutions, black colleges. Unfortunately, the reality of the reaction of our society is not quite so complimentary. Although the black colleges can and have made excellent cases, they are viewed by many whites and by far too many blacks as ineffective, dispensable institutions. In a poll of its subscribers in 1980, *Black Enterprise* magazine found that 82 percent of the respondents thought black colleges were "serving a purpose that cannot be met by other colleges." But only half of the respondents hoped that their children would attend a black college. A further example: In one of the letters in response to Nicholas Lehman's articles on "The Origins of the Underclass" (*Harper's* magazine, June and July 1986), the writer, who identified herself as black, revealed that " . . . when I was considering an undergraduate college, the family doctor (herself a graduate of a black medical school) advised me to avoid Howard."

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[2] U.S. Department of Education data.

As for that component of nurture called financial support, the historically black colleges have not and do not share in the funds distributed commensurate with either their need, performance, or social value. Look at the list of grants from the National Institutes of Health, for example; one rarely, if ever, finds a black school listed among the recipients. Even the National Science Foundation, which was thought to have as a major obligation the alleviation of the plight of blacks in science, gave less than 0.4 percent of its funds to historically black colleges in 1984, and not one black college was in the top one hundred of the foundation's grant recipients. Moreover, promising initiatives ostensibly to aid blacks turn out to be less than presented. An example is the case of the Committee on Institutional Cooperation (CIC) in the midwest with its Minorities Fellowship Program which was announced as helping since 1978 to support "330 minority students through graduate programs in science, engineering, and mathematics." In truth, only fifty-two CIC minority fellows have begun their doctoral study in engineering, mathematics, and science. The other minority fellows have been in humanities (88) and the social sciences (219).[3]

We may rejoice, however, that the Higher Education Amendments of 1986 recognize a national responsibility we have hammered at since Title III came into existence: the Federal recognition of special needs of the historically black colleges. The 1986 Amendments create a new $100 million grant program annually, specifically for historically black colleges. Now we must struggle to get this authorization into a specific appropriation bill through the next Congress.

SUGGESTED ADAPTATIONS FOR THE HISTORICALLY BLACK COLLEGES

The historically black colleges must embark upon ventures more innovative and aggressive than their practices in the recent past. My list of the most immediate and demanding of these ventures is as follows:

1. **The historically black colleges must analyze the present gross imbalances in the distribution of support in higher education and express their research in effective action.**

When the record of private giving in America is released, our colleges are absent from the lists of those receiving the multimillion-dollar grants, and infrequently on the lists for the lesser amounts. We must applaud, then, Bethune-Cookman's appearance among the group of schools to receive millions through the disparagingly labelled "pork-barrel science" federal legislation. Our schools have suffered too long from improper peer-review.

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[3] *Chronicle of Higher Education*, October 6, 1986, p. 51.

The effective action must have as a component the demolishing of the notion that our colleges deserve only trickles from private philanthropy. Harvard's $140 million or so, annually, is a peak. Persuasion is the mode. How can black colleges convince some of the five hundred most affluent American families of their highly supportive contributions to American society and the necessity of support, commensurate with reversing the deteriorating roles of blacks in areas requiring sound college education?

> 2. The historically black colleges must develop programs to discover, encourage, and develop young blacks of superior abilities from their earliest years.

This is one of the salient failings of the historically black colleges—a lack of articulation with elementary and secondary schools so that intelligent black youth are motivated and supported academically. It is clear that today the historically black colleges have special and unique responsibilities with respect to solving such acute problems as: the shortage of blacks in all of the learned professions, the economic and social traumas of young black males, the tyranny of standardized testing, the devastation of psychometric measures on blacks in general, and the casual acceptance of pernicious racist ideas in some of our acquiescences (e.g., the athletic codes proffered by some schools).

When we read the data on enrollments in graduate schools and find that from 1968 to 1985 black enrollment decreased by 19.2 percent while enrollments for other underprivileged groups increased—Asians by 54 percent, Hispanics by 20 percent, and women by 8 percent—we must not only be deeply disturbed but we should immediately establish programs to combat this unfortunate decline. Even more disquieting than the drop in numbers are the facts on the fields of study of doctorates which blacks are earning. In 1981–82, blacks received 1,133 doctorates; Asians received 1,000. This is how the two groups looked by fields: humanities, 55 Asians, 103 blacks; computer science, 12 Asians, 1 black; education, 112 Asians, 606 blacks; English, 246 Asians, 20 blacks; biology, 211 Asians, 72 blacks; mathematics, 32 Asians, 6 blacks; physical science, 156 Asians, 29 blacks; and social science, 244 Asians, 31 blacks.[4] This pattern in the data is repeated annually.

The historically black colleges have primary responsibility in righting these imbalances. They must make maximum use of programs such as the McKnight Black Doctoral Fellowships Program. They must participate not by just posting announcements, but by grooming entering undergraduate students to prepare for such opportunities.

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[4] *Chronicle of Higher Education*, September 7, 1983, p. 6.

The plight of the young black male grows more tragic daily. The historically black colleges must be vigorously proactive here. They must take up activities in the high schools and churches; give hope, guidance, and encouragement. The pathology and treatment of the "underclass" will be debated, but what is sure is that in 1984, 490,000 black females were enrolled in college and only 340,000 black males. At Southern University in New Orleans, there were 1,915 women enrolled and only 955 men. Reginald Wilson, of the American Council on Education, warned the public: "The pool of college educated black men continues to shrink." Our colleges must be more significantly and effectively engaged in reducing the appalling number of our young men with "murdered minds, soured and cynical, because that is the only protection they have against the acceptance of defeat."[5]

No doubt, psychometric testing in secondary schools has contributed inordinately to the problems of blacks in general and black males in particular. In spite of the high correlations discovered each year between median scholastic aptitude test scores and family income, these test results are still used to herd blacks into special education courses or to classify them as mentally retarded. In affluent Montgomery County, Maryland, it was reported that although blacks constituted 14.8 percent of the school population, 21.1 percent of those classified in 1985 as mentally retarded were black and 27.5 percent of those considered emotionally impaired were black. About 27 percent of those in learning disabled classes were black. A bright spot in Montgomery County is that the proportion of black students participating in junior high school gifted student programs went from 5.2 to 6.4 percent.

The national picture in testing should raise some disturbing questions for all of higher education. The data are that in 1985, 67,375 blacks took the Scholastic Aptitude Test (SAT) but only 5,390, or 8 percent, scored 500 points or higher on the verbal section, while 26 percent of all students taking the test scored 500 or more. The median SAT verbal for most Ivy League schools is 600. Must we accept that only 8 percent of the black students completing high school each year are intellectually capable of earning degrees in the normal liberal arts disciplines? Inasmuch as the historically black colleges themselves admit about 70,000 freshmen annually, can these schools prepare graduates with genuine competence? Or is the situation such as to justify wide use of the Non-Cognitive Questionnaire being developed at some twenty institutions to assess minority students? Is it true that "for minority students, there is no correlation between ability and graduation," as expressed by Professor Terence J. Tracey at the University of Illinois (Urbana)?[6] What seems apparent is that the acceptance of the 8 percent from the SAT results must be demolished intelligently and firmly by our schools. There is little prospect for increased black enrollment, otherwise.

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[5] Office of the President, "Report to the Senate of Pennsylvania from Lincoln University," March 11, 1985, p. 2.

A development partially dependent upon the acceptance of such psychometric data, and partially upon a pervasive racism that blacks do not deserve better, has produced what I consider to be the most dangerous syndrome in higher education in America today. This is the almost unbelievable statistic that somewhere between 70 percent and 80 percent of black students entering higher education for the first time are enrolling in two-year colleges. In Pennsylvania in 1984, the numbers for only the state-supported two-year colleges were: blacks, 4,621; whites, 22,053. For the four-year colleges, the numbers were: blacks, 2,791; whites 27,546.[7] With the greater dropout rates for black students, there is little wonder that the population-ratio for college graduates was far, far from being achieved.

This analysis is no tirade against the two-year college as a concept, but a sincere request to examine what it has become for blacks. California reported in 1984 that of the 5,000 community college transfers to the university campuses in 1983, 400 were Hispanics and only 200 were blacks. Furthermore, the disturbing question asked in *Academy News*, published by the conservative Academy for Educational Development, was: "Why do only 10 percent of community college students ever receive their associate degrees, and even fewer continue their education in a four-year college?"[8] Thus, I propose this as the most critical adaptation that the historically black colleges must make. Clearly, a vigorous attempt to capture more and more of our young people from the two-year colleges and have them begin in a four-year institution is incumbent upon each of our schools.

The historically black colleges must embrace Judge John H.

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[6] *Chronicle of Higher Education*, September 24, 1986, p. 5.

[7] Division of Data Services, Bureau of Information Systems, Pennsylvania Department of Education, April 1984.

[8] *New York Times*, August 2, 1983.

Pratt's basic dictum in which he said, "Perhaps the most serious problem in this area is the lack of state-wide planning to provide more and better trained minority group doctors, lawyers, engineers, and other professionals."[9] The historically black colleges have genuflected, perhaps for too long, before Judge Pratt's magnificent principle without developing pervasive and successful means of achieving the laudable ends.

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[9] Civil Action 3095-70, *Adams v. Califano*, U.S. District Court for the District of Columbia, July 5, 1977

Mr. **Williams**. Thank you. Mr. James Guitard is a student here at North Carolina Central. We are pleased to have you with us today. Please proceed.

Mr. **Guitard**. Thank you. Good morning, Congressmen, distinguished guests, ladies and gentlemen, and members of the press. I appreciate the honor and privilege of being selected to address a Congressional hearing on the unique role and mission of our nation's historically black colleges and universities.

I am a senior at North Carolina Central University with a double major in Political Science with a concentration in pre-law, and English, with a concentration in Media Journalism. I hold numerous student government posts, ranging from Executive Director of the Intellectual Braintrust Foundation for Social Advancement, an organization committed to enhancing students' political awareness on issues as diverse as the Nicaraguan War, Iran-Iraq Treaty negotiations, apartheid in South Africa, and socioeconomic status of Afro-Americans at national, state, and local levels.

I was Research Director of a book called Black Voices in American Politics, by Dr. Jeffrey M. Elliott, a collection of twenty-five interviews with high-ranking black Congressmen, civil rights activists, politicians, and organization leaders. I spent the summer of 1987 as a reporter for the New York Amsterdam News, the largest black newspaper in the country and am currently researching a book entitled, Mobutu Se Seko: People, Politics and Protest.

Let me turn to the subject at hand. Namely, financial support at historically black colleges and universities. In discussing financial aid assistance to black college students, several salient points must be made.

One being that ninety percent of students at black institutions rely heavily on financial assistance. Financial aid constitutes the single largest contribution to most Black American college students' education in the form of loans, scholarships, state and governmental grants, such as the Supplemental Education Opportunity Grant and Pell Grant.

On the other hand, white college students generally rely much more upon financial support from personal savings, parental contributions, and part-time jobs.

The majority of black students come from homes where fathers and mothers are underemployed in low-income occupations and whose educational level is consistently lower than whites. According to the College Board, the average cost of tuition and fees in four year public colleges increased a hundred and ten percent between 1976 and 1985. Sadly, the median income for blacks increased only fifty-seven percent. This caused black families to rely more heavily on governmental assistance to support their sons and daughters' education.

Therefore, by applying these variables one comes to the inevitable conclusion that black students in postsecondary education have become the hardest hit by the cut-backs in federal financial assistance. Afro-Americans are the ones which are most vulnerable to shifts in federal policy in contrast to the majority population.

It is expected that tightening of eligibility requirements for Pell Grants, SEOG and other major sources of federal assistance to students will result in over twelve percent fewer students being eligible for such grants. I, myself, am a victim of Reaganomics. It is quite alarming for black students to hear that additional limitations are being placed on who can apply for such assistance, at the very time that tuition has increased substantially and continues to do so. There are myriad channels, bayous, and rivers in which government can choose to float. Unfortunately, that which is most obvious seems to be that which is most often ignored.

I strongly recommend the following. It is vital that we increase federal and state grant opportunities for very low income, high-risk students. The government currently spends only two percent on the education of the nation, while spending fifty percent on military defense. The proposed two percent reduction to forty-eight percent in defense and the allocation of that two percent to education would double current education spending. Surely, if we choose to be first in defense and first in technology; first in education must be a major national priority. Without being committed to financial assistance to all students who pursue a postsecondary education, the other goals will remain unreachable, and remain rhetoric.

Two, legislation should be repealed which sharply reduces or eliminates many of the tax benefits for families attempting to save for college tuition.

Three, an education IRA, a national savings plan designed along the same lines as the Individual Retirement Account plan, with no taxation of interest on family contributions should be instituted on a trial basis.

Four, a major federal and state long-term and consistent commitment of federal assistance to historically black colleges should be a fundamental goal.

Five, growing loan burdens post a number of serious applications. The prospect of large loan debts deter the educational attainment of minorities and other low-income students. The Pell program, which provides grants to the nation's neediest students, has not kept up with the rising costs. The Pell Grant maximum has gone up twenty percent since 1980, while tuition has risen sixty-four percent. The current maximum award of twenty-two hundred and eleven dollars is simply not adequate to provide the financial assistance necessary for high-risk students to attend a full range of postsecondary institutions.

We must provide a combination of federal, state, and institutional grants in lieu of loans.

Black institutions provide the largest single source of education for Afro-Americans in law, medicine, dentistry, pharmacy and many other fields. Black colleges continue to graduate approximately fifty percent of all blacks who receive baccalaureate degrees. Clearly, black colleges represent a vital national resource.

As black institutions, we must call for greater access to higher education for all eligible Afro-Americans. Our historical mission is multi-faceted, unlike that of other colleges. We must continue to help disadvantaged youths break out of a cycle of poverty.

In addition, the issue of producing more black Ph.D's should receive greater attention in part because of an anticipated shortage of professors by the end of the century. The percentage of faculty in their fifties and sixties has increased dramatically. By 1990, the average faculty member will be forty-nine.

Governmental assistance should be especially channeled in this field because of the urgent need in this important area. It is estimated that about one-third of the nation's faculty members will be retired by the year 2100.

In conclusion, I leave you with this poem by Elinor K. Newbold. It reads:

> The children are not mine or yours.
> They are ours.
> Tomorrow our world will be theirs.
> What gifts do we bequeath them?
> With what do we endow them, you and I.
> The Hue and Cry of our
> Inconsequential acts become
> The logic hereafter.
> Our irresponsibilities ignite
> A passing searing moment,
> A lullaby for all the children we ignore.

I urge you to consider these and other recommendations in your quest to improve and enhance the quality of education at postsecondary black institutions.

Your task is formidable, but the result of your efforts are certain to open the door to tens of thousands of deserving students who will be forever thankful. Thank you.

[The prepared statement of S. James Guitard follows:]

AFRO-AMERICANS MUST RUN FAST JUST TO STAND STILL IN AMERICA; BY S. JAMES GUITARD

Good morning congressmen, distinguished guests, ladies and gentlemen, and members of the press. I appreciate the honor and priviledge of being selected to address a congressional hearing on the unique role and mission of our nation's historically black colleges and universities.

My name is James Guitard. I am a senior at North Carolina Central University with a double major in Political Science with a concentration in pre-law, and English, with a concentration in media journalism. I hold numerous student body posts, ranging from Executive Director of the Intellectual Braintrust Foundation for Social Advancement, an organization committed to enhancing students' political awareness on issues as diverse as the Nicaraguan War, Iran-Iraq treaty negotiations, apartheid in South Africa, and the socio-economic status of Afro-Americans at the national, state, and local levels. I also serve on our Student Government Association Executive Board as chairman of Political Affairs, as well as chairman of Research and Policy Development for the university's chapter of the N.A.A.C.P.

My extra-curricular activities extend beyond the confines of the university. I was the research director for the highly acclaimed prize-winning book, "Black Voices in American Politics", Dr. Jeffrey M. Elliot, a collection of 25 interviews with high ranking black civil rights activists, politicians, organization leaders, and educators on the socio-economic status of blacks in America. I spent the summer of 1987 as a news reporter for the New York Amsterdam News, the largest black newspaper in the United States and currently I am researching a book entitled, "Mobutu Se Seko: People, Politics and Protest."

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1. One being that 90 percent of students at black institutions rely heavily on financial assistance, financial aid constitutes the single largest contribution to most Black American college students' education in the form of loans, scholarships, state and governmental programs (such as Supplement Education Opportunity Grant and Pell Grant). On the other hand, white college students generally rely more upon financial support from personal savings, parental contributions, and part-time jobs.

2. The socio-economic background of black students may vary, however the majority of Black university students come disproportionately from the lower socio-economic strata.

The majority of Black students come from homes where fathers and mothers are underemployed in low income occupations and whose educational level is consistently lower than whites.

3. According to the College Board, the average cost of tuition and fees in four year public colleges increased 110 percent between 1976 and 1985. Sadly, the median income for blacks increased only 57 percent. This caused black families to rely more heavily on governmental assistance to support their sons and daughters' education.

Therefore, by applying these variables one comes to the inevitable conclusion that black students in postsecondary education have become the hardest hit by the cut backs in federal financial assistance. Afro-Americans are the ones which are most vulnerable to shifts in federal policy in contrast to the majority population.

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2. Legislation should be repealed which sharply reduces or eliminates many of the tax benefits for families attempting to save for college tuition.

3. An Education IRA—a national savings plan designed along the lines of the Individual Retirement Account plan with no taxation of interest on family contributions should be instituted on a trial basis.

4. A major federal and state long term and consistent commitment of federal assistance to historically black colleges should be a fundamental goal.

5. Growing loan burdens pose a number of serious implications. The prospect of large loan debts deter the educational attainment of minority and other low-income students.

The Pell program, which provides grants to the nation's neediest students, has not kept up with the rising costs. The Pell Grant maximum has gone up 20 percent since 1980, while tuition has risen 64 percent. The current maximum award of $2100 is simply not adequate to provide the financial assistance necessary for "high risk" students to attend a full range of post secondary institutions.

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In addition the issue of producing more black Ph.Ds should receive greater attention, in part, because of an anticipated shortage of professors by the end of the century. The percentage of faculty in their 50s and 60s has increased dramatically. By 1990, the average faculty member will be 49. Governmental assistance should be especially channeled in this field because of the urgent need in this important area. It is estimated that about one-third of the nation's faculty members will be retired by the year 2100.

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With what do we endow them, you and I
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Inconsequential acts become
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Our irresponsibilities ignite a passing searing moment a
Lullaby for all the children we ignore.

I urge you to consider these and other recommendations in your quest to improve and enhance the quality of education at post-secondary black institutions. Your task is formidable, but the result of your efforts are certain to open the door to tens of thousands of deserving students who will be forever thankful.

Special thanks to Chancellor T. Richmond; Mr. W. Evans; Dr. R. Buchanan; Ms. H. Davis; Ms. M. Convington; Mr. K. Branch; Ms. J. Sundack, The Guitard family; and Dr. J. Elliot, for their guidance, congeniality and myriad hours of support for which I will be eternally grateful. Plus my Lord and Savior Jesus Christ.

Mr. **Williams**. Dr. Clinton Bristow, Dean, College of Business and Administration, Chicago State University. Please proceed, Mr. Bristow.

Mr. **Bristow**. Thank you, Mr. Chairman.

Before I begin my testimony, I would like to deviate for just a brief moment to compliment Mr. Guitard. I think he is indicative of the quality of student in historically black colleges and universities. I certainly hope that he goes on to pursue a doctorate. I would be more than pleased to hire him in my College of Business Administration. [Applause.]

Mr. **Williams**. You realize, of course, that all of this is on tape.

Mr. **Bristow**. Is that right? [Laughter.]

Mr. **Williams**. And is clearly a verbal contract for him.

Mr. **Bristow**. That will get me closer to that retirement age.

Mr. **Williams**. Yes.

Mr. **Bristow**. Honorable members of this Subcommittee on Postsecondary Education, I thank you for affording me an opportunity to appear before you today on behalf of Black Colleges and Universities and the National Consortium for Educational Access.

The National Consortium for Educational Access is a partnership between the Historically Black Colleges and Universities and Ph.D granting institutions.

The purposes of the National Consortium are to increase the number of Black Americans with Ph.D's in disciplines of critical underrepresentation who wish to teach in this nation's colleges and universities and to increase the number of Black Americans with Ph.D's teaching at historically black colleges and universities.

The consortium is particularly interested in working with Congress to help formulate public policy on issues affecting student and faculty recruitment and development at historically black colleges and universities.

The development of black colleges and universities is crucial to the overall development of America's human capital. The strength of America and any progressive country lies in its inventory of human capital. The popular Japanese Management concept of zero inventory is not applicable to human capital. A nation's international competitiveness and overall quality of life is integrally linked to the educational levels of its citizens.

President Lyndon B. Johnson in his remarks to the White House Conference on Education in July, 1965 stated, and I quote:

"Progress in education will not solve all our problems, but without progress in education, we cannot solve any of our problems."

Currently, we are not making a lot of progress in minority education. Minorities are not being recruited, retained and graduated in significant numbers at the nation's predominantly white colleges and universities. Numerous contemporary studies evidence the dismal statistics on minority educational attainment.

The May, 1988, One-Third of a Nation report prepared by the Commission on Minority Participation in Education and American Life states, and I quote:

"In the last ten years, not only have we lost the momentum of earlier minority progress, we have suffered actual reversals in the drive to achieve full equality for minority citizens. In higher education, for example, the picture of stalled progress is dramatically clear. During the same period when the pool of minority high school graduates was becoming bigger * * * minority college attendance rates initially fell, and have remained disproportionately low."

The report cites the following figures to illustrate the magnitude of the problem. Other presenters here today will support this testimony, these figures.

One, between 1970 and 1975, the percentage of black high school graduates twenty-four years old or younger who were enrolled in or had completed one or more years of college rose from thirty-nine percent to forty-eight percent. Over the same period, the corresponding rate for whites remained steady at fifty-three percent. However, between 1975 and 1985, while the college participation rate for white youths climbed to fifty-five percent, the rate for blacks dropped to forty-four percent. Recently released figures indicate that in 1986, the rate for blacks rose to forty-seven percent, still slightly below 1975, a decade or more.

Point two, although blacks made up nine percent of all undergraduate students in 1984–85, they received only eight percent of the associates' degrees and six percent of the baccalaureate degrees conferred that year.

Other recent studies illustrative of the Black education crises are the Metropolitan Opportunity Project Report prepared by the University of Chicago, 1988, and the 1988 reports by the National Research Counsel.

The National Research Council reported, for instance, that Black Americans earned 26.5 percent fewer doctorates in 1986 than ten years prior in 1976.

The One-Third of a Nation Report states cogently that:

"America is moving backward, not forward, in its efforts to achieve the full participation of minority citizens in the life and prosperity of this nation."

The implications are dismal considering the fact that by the year 2000, one-third of Americans will be members of minority groups.

Some of the general implications are: (1) A decreased earning capacity of minorities which adversely affects the overall economy, and the ability of governmental entities to generate tax dollars for vital services and support of the Social Security System, which we are all concerned about, as we are here at retirement age. (2) Increasing social conflict caused by economic and social segregation, and, (3) a decline in this country's ability to stay internationally competitive.

The implications for black institutions of higher education are numerous. My comments today will address the specific implication of faculty supply and development at black institutions.

The decline in the number of black undergraduates will mean a decline in the number of black graduate students and the eventual demise of black faculty who form the structural foundation of black colleges and universities.

Trevor L. Chandler, Dean in residence at the Council of Graduate Schools in the United States said:

> The decline in minority doctorates holds dire consequences for the professoriate at a later date. If we do not minority graduate students, we are not going to have minority professors.

With the rapid growth of the minority population in the next ten years, black colleges and universities will play even greater roles in this country's educational equation because black students have traditionally gone to black colleges and universities and these institutions have done an excellent job of educating and graduating them. Support for this point is found in a 1986 study by the Southern Educational Foundation entitled, Gender and Campus Race Differences in Black Student Academic Performance, Racial Attitudes, and College Satisfaction. The study finds that black students enrolled in predominantly black higher education institutions do better academically and are more socially adjusted than black students at predominantly white schools.

If the research is not believed, just ask the students here today to verify this point.

Other research like the 1987 report by the Educational Testing Service entitled, "Improving Minority Retention in High Education: A Search for Effective Institutional Practices," suggests that there is a positive correlation between the attrition rate of black students and their satisfaction with college life in general.

The Southern Education Foundation study found that the psychologically more supportive atmosphere of black colleges helps students adjust to college life, develop more constructive relationships with faculty and staff, and feel more motivated academically, as well as feeling less isolated phsychologically. Thus, if black colleges and universities are to shoulder the bulk of the responsibility for educating our nation's minority youth, they must be supported with increased amounts of federal funds in several areas.

Representative Major Owens of New York was Chairman of the Congressional Black Caucus Higher Education Braintrust, and a distinguished member of this Subcommittee, recently stated, and I quote:

"We must outline a greater federal role in black education and make certain that all parties concerned clearly understand that the national interests are closely interwoven with the interests of the African-American higher education community."

Since the development of black institutions is linked to the recruitment and development of black faculty, a public policy position must be prepared and endorsed that recognizes the need to immediately begin replenishing and building that supply of doctorally qualified black faculty.

Thus, in closing, I recommend funding be made available to, (1) increase the dollars available for Patricia Roberts Harris Fellowships with other incentives included to encourage doctoral study and teaching at a black college or university. For example, additional specified amounts beyond stipulated statutory amounts for students committed to teach at historically black colleges and universities. (2) Fund consortium organizations, like the National Consortium for Education Access whose purpose is to increase the pool of black Ph.D's and to bridge the gap between existing organizations dealing with black educational attainment. (3) Improve the teaching infrastructure that directly supports basic and applied research. For example, teaching equipment, library resources and college facilities; and, (4) support faculty development programs that would improve the teaching and professional skills of current black faculty at any college or university.

Additional Title 3, Part 1, dollars should be made available to operationalize points 3 and 4. These points are crucial in order to place historically black colleges and universities in position to competitively recruit black colleges.

Thank you for your patience, attentiveness, and what we anticipate will be your responsiveness expeditiously and justly to the issues presented today.

[The prepared statement of Dr. Clinton Bristow, Jr., follows:]

Testimony of Dr. Clinton Bristow, Jr., Dean, College of Business and Administration, Chicago State University

(Panel I: Financial Assistance for Student and Faculty Development)

Honorable members of this Subcommittee on Postsecondary Education, I thank you for affording me an opportunity to appear before you today on behalf of Black Colleges and Universities and the National Consortium for Educational Access. The National Consortium for Educational Access is a partnership between the Historically Black Colleges and Universities and Ph.D granting institutions. The purpose of the National Consortium is to (1) increase the number of Black Americans with Ph.D's in disciplines of critical underrepresentation who wish to teach in this nation's colleges and universities and (2) to increase the number of Black Americans with Ph.D's teaching at the Historically Black Colleges and Universities. The Consortium is particularly interested in working with Congress to help formulate public policy on issues affecting student and faculty recruitment and development at Historically Black Colleges and Universities.

The development of Black colleges and universities is crucial to the overall development of America's human capital. The strength of America and any progressive country lies in its inventory of human capital. The popular Japanese Management concept of "zero inventory" is not applicable to human capital. A nation's international competitiveness is integrally linked to the educational levels of its citizens. President Lyndon B. Johnson in his remarks to the White House Conference on Education in July, 1965 stated, "Progress in education won't solve all our problems. But without progress in education, we can't solve any of our problems."

Currently, we are not making a lot of progress in minority education. Minorities are not being recruited, retained and graduated in significant numbers at the nation's predominantly white colleges and universities. Numerous contemporary studies evidence the dismal statistics on minority educational attainment. The May, 1988, One-Third of a Nation, report prepared by the Commission on Minority Participation in Education and American Life (Cooperative effort of the American Council on Education and the Education Commission of the States) states, "In the last 10 years, not only have we lost the momentum of earlier minority progress, we have suffered actual reversals in the drive to achieve full equality for minority citizens. In higher education, for example, the picture of stalled progress is dramatically clear. During the same period when the pool of minority high school graduates was becoming bigger . . . minority college attendance rates initially fell, and have remained disproportionately low."

The report cites the following figures to illustrate the magnitude of the problem:

1. Between 1970 and 1975, the percentage of black high school graduates 24 years old or younger who were enrolled in or had completed one or more years of college rose from 39 percent to 48 percent; over the same period, the corresponding rate for whites remained steady at 53 percent. However, between 1975 and 1985, while the college participation rate for white youths climbed to 55 percent, the rate for blacks dropped to 44 percent. Recently released figures indicate that in 1986, the rate for blacks rose to 47 percent—still slightly below 1975.

2. Although blacks made up 9 percent of all undergraduate students in 1984-85, they received only 8 percent of the associates' degrees and 6 percent of the baccalaureate degrees conferred that year.

Other recent studies illustrative of the Black education crises are the Metropolitan Opportunity Project Report, (University of Chicago, 1988) and the 1988 reports by the National Research Council. The National Research Council reported, for instance, that Black Americans earned 26.5 per cent fewer doctorates in 1986 than ten years prior in 1976. The One Third of a Nation report states cogently that "America is moving backward—not forward—in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation." The implications are dismal considering the fact that by the year 2000 one-third of Americans will be members of minority groups.

Some of the general implications are:

1. A decreased earning capacity of minorities which adversely affects the overall economy, and the ability of governmental entities to generate tax dollars for vital services and support of the Social Security System.

2. Increasing social conflict caused by economic and social segregation.

3. A decline in this country's ability to stay internationally competitive.

The implications for Black institutions of higher education are numerous. My comments today will address the specific implication of faculty supply and development at Black institutions. The decline in the number of Black undergraduates will mean a decline in the number of Black graduate students and the eventual demise of Black faculty who form the structural foundation of Black colleges and universities. Trevor L. Chandler, dean in residence at the Council of Graduate Schools in the U.S., said "the decline in minority doctorates holds dire consequences for the professoriate at a later date * * * If we do not have minority graduate students, we are not going to have minority professors," (The Chronical of Higher Education, February 3, 1988). With the rapid growth of the minority population in the next ten years, Black colleges and universities will play even greater roles in this country's educational equation because Black students have traditionally gone to Black colleges and universities and these institutions have done an excellent job of educating and graduating them. Support for this point is found in a 1986 study by the Southern Educational Foundation entitled, "*Gender and Campus Race Differences in Black Student Academic Performance, Racial Attitudes and College Satisfaction.*" The study finds that Black students enrolled in predominantly Black higher education institutions do better academically and are more socially adjusted than Black students at predominantly white schools. Other research like the 1987 report by the Educational Testing Service entitled, "*Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices,*" suggest that there is a positive correlation between the attrition rate of Black students and their satisfaction with college life in general. The Southern Education Foundation study found that the psychologically more supportive atmosphere of Black colleges helps students adjust to college life, develop more constructive relationships with faculty and staff, and feel more motivated academically, as well as feeling less isolated psychologically. Thus, if Black colleges and universities are to shoulder the bulk of the responsibility for educating our nation's minority youth, they must be supported with increased amounts of federal funds in several areas. Representative Major Owens of New York, Chairman of the Congressional Black Caucus Higher Education Braintrust recently stated, "We must outline a greater federal role in Black education, and make certain that all parties concerned clearly understand that the national interests are closely interwoven with the interests of the African-American higher education community."

Since the development of Black institutions is linked to the recruitment and development of Black faculty, a public policy position must be prepared and endorsed that recognizes the need to immediately begin replenishing and building that supply of doctorally qualified Black faculty. Thus, funding should be made available to:

1. Increase the dollars available for Patricia Roberts Harris Fellowships with other incentives included to encourage doctoral study and teaching at a Black College or University.
2. Fund consortium organizations, like the National Consortium for Education Access whose purpose is to increase the pool of Black Ph.Ds and bridge the gap between existing organizations dealing with Black educational attainment.
3. Improve the teaching infrastructure that directly supports basic and applied research, e.g., teaching equipment, library resources and college facilities.
4. Support faculty development programs that would improve the teaching and professional skills of current Black faculty at any college or university.

Mr. **Williams**. Thanks to each of you.

Mr. Owens, any questions?

Mr. **Owens**. Mr. Chairman, I would like to congratulate all of the panelists for getting straight to the heart of the matter. I am sure that they all knew that we would ask, one of us would ask these questions.

I will start with Dr. Albright. What is your response to the proposals that have been made by the two candidates running for President with respect to student aid in the higher education system? Do you think they are going to help the problem or create a bigger problem?

Mr. **Albright**. Major Owens, I had always assumed that you were my friend, but you have put me right in the midst here of a political rhetoric.

Mr. **Owens**. I want your reactions to both.

Mr. **Albright**. I think that there are valuable aspects of both of the bills. I rather like Dukakis' measure of looking at loans to be repaid over a long-term basis. In large measure, this is very analagous to a proposal set forth by Mr. Reichour, but he wanted to tax the Social Security plan, and I think the proposal offered by Mr. Dukakis which will allow students to repay loans over the life of their working career or tenure is a most favorable aspect because it would not involve any complications with Social Security and so I think that there are valuable aspects to both.

The primary issue, it seems to me to provide support to students in a manner that would not cause them to change career options, something that we see in historically black colleges as very real today, because students feel that they have to anticipate paying back over fourteen thousand dollars that they might as well go ahead and major in something like Business Administration or Computer Science rather than the helping professions, teaching and social work, and I think overtime the entire nation will be lost by that.

So I like aspects of both, but if I had to choose between the two, I think I would prefer the Dukakis plan over the Bush plan.

Mr. **Owens**. Dr. Branson, could you comment on that too, those two plans, and while you are at the mike, if you would also explain what you mean by a need for heightened involvement of the federal government.

I am the Chairman of the Subcommittee on Select Education which has the responsibility for research and development oversight of the Office of Education Research and Improvement, and we are concerned about the whole system and how it holds together, and I would be interested in knowing what you mean when you say that there is a need for heightened involvement in order to get the results that you want in higher levels of education.

Mr. **Branson**. I think we can dispose of the candidates to say that probably it is unsafe to address it like that, but to try to find who is the better man and vote for him and hope that he will be convinced by the time he gets in Washington that something has to be done.

I say heightened involvement because if you look at the data, everything that has been going on in higher levels of education, unless we can get more young people out of secondary schools, then the kind of background we have been talking about here will mean nothing, nothing. Everything else will be just sort of money down the drain, and that means, for example, the Office of Education must say look, how can we get 13,000 more black kids out of secondary school with the kind of background and send them into college to go into the modern disciplines? You can do it, but you can't just throw money at it, you have got to have people who are involved. You must have perhaps a very fine academic high school for every 30,000 blacks in any city in these United States. You must send them there and see they get three or four years of mathematics even if they are going to major in sanscript. You must have four years of sequential English, they must study some Science, they must study languages. The tragedy is in man's history, no blacks studied any languages which would be relevant to looking into this great development in history, and so it seems to me that is what I mean by involvement. It just doesn't mean more money.

We are seeing too many blacks with Ph.D's in certain fields. By far. We are seeing far too few blacks with Ph.D's in the fields which will determine the direction of the Twenty-first Century, but if you want to see who is doing it right there, you might look outside of the United States and see how their young people are doing it. Rhetoric is wonderful but it does not carry the scientific technical management requirements of a modern nation.

Mr. **Owens**. Thank you. Mr. Guitard, first of all, did I understand you correctly, you said the Pell Grant maximum was two hundred and eleven dollars? You meant——

Mr. **Guitard**. Two thousand, one hundred.

Mr. **Owens**. Two thousand, one hundred.

Mr. **Guitard**. I misspoke.

Mr. **Owens**. That is what I thought. Do you have in the state of North Carolina any assistance to students that comes from the state? In New York, we have what we call the TAP act, do you have a similar program in North Carolina?

Mr. **Guitard**. Yes, there are programs which are similar to your Tuition Assistance Program, but the main problem still lies on the national level. It seems that there is not a clear understanding that most blacks come from a lower socioeconomic background and that if they want to pursue higher education, you have the process in front of you that they are going to take out a large sum of loans that in paying them back they now have to choose an occupation which would more likely be the most feasible ones such as lawyers and doctors. Such fields as education are not being reflected, they are not being emphasized as much because the economical attainment is lower, so we have got the kind of problems, I think, that is directly related to the financial situation behind.

As far as the assistance program, undoubtedly I believe the States should play a more key role, but from a federal perspective, I think both candidates are rather than collecting all of the issues, but in particular, education, especially George Bush, coming from seven years of literal, of literacy as far as education, and he has one of the most terrible ratings, by national opinion.

I think overall we have to just try to re-establish our goals toward education and it seems like it is senseless to say you are going to be first in technology, first in defense, and we refuse to be first in education, so we should come up with a program, one designed to——

Mr. OWENS. I would say you are probably closer to the situation than anybody here on the stage, you are right amongst the students now, if they had more financial aid, would that really impact greatly on the number that will go into academic fields, like college teaching and teaching roles in general?

Mr. GUITARD. Economics plays a key role. Especially in the city that you are from, I am also from New York, from the Bronx.

Mr. OWENS. Where economics plays a key role, has total prejudice among blacks. [Laughter.]

Mr. GUITARD. With the high cost of living in New York City, one would definitely have to choose a field in which he could pay for his baccalaureate, and not go any further, especially the ones who received financial aid, so one has to figure out how when I get out of college, how am I going to compensate——

Mr. OWENS. How to pay off those loans weighs heavily on every student's mind.

Mr. GUITARD. Right. You have to then look at the career goal, things that you might have once thought you wanted to pursue, you now have to change, in light of the amount of money that you are going to have to pay off. So education in foreign languages, which you indicated, anthropology, those types of goals which once might have been set are now redirected to goals to achieve economics.

Mr. OWENS. Thank you very much. I would appreciate it, Dr. Bristow, if you would comment on my first question, and since you are the management expert, also comment on the approaches that have been proposed by the Secretary of Education, Mr. Bennett, and his description of the management of higher education, and that colleges and students are being wasted.

Mr. BRISTOW. With regards to your first question, I think that the proposals set forth by the Presidential aspirants are just that, proposals. I think it is incumbent upon members of Congress to go forth with legislation. I think members of Congress are a little bit more attuned to the real needs and aspirations of American citizens.

Members of Congress face election every two years, therefore, they hold hearings, they are aware of what needs to be done, and I applaud the members of this Committee for your efforts here today.

Proposed modifications in the legislation, I think, would be enhanced by the efforts of requests of representatives as opposed to proposals being suggested by the Presidential aspirants.

Point two, the management problems that afflict higher education, Secretary Bennett has made a number of comments about elementary and secondary education, the quality of elementary and secondary education, in addition to the management problems with higher education.

I disagree. I think that higher education has been managed extremely well. They forget that we have operated with meager resources for a number of years. Historically black colleges and universities have attempted to service this nation with the barest of resources, and I think the statistics that will be cited here today with regards to the number of graduates coming out of historically black colleges and universities and the attainment of those graduates speak very well for the management of the historically black colleges and universities.

We can always improve management practices. I think Title 3, Part B funding is appropriate for us to do that, and one of the recommendations that we all will applaud here today is increased funding for historically black colleges and universities under Title 3, Part B, to help toward the improvement of management services.

Mr. OWENS. Thank you very much.

Mr. WILLIAMS. Mr. Guitard, I appreciate your supporting a savings plans, or perhaps an IRA or perhaps other type savings plans.

Senator Kennedy and I have legislation to create a Savings Bond program much as we had the War Bonds in World War II and we believe that we should now have college and university Savings Bonds that are very similar to what I think you have in mind and you have described. This administration is supportive of that, as is Governor Dukakis; the leadership in both the Senate and House and, in particular, the leadership of the Taxing Committees and someone has attempted to pass legislation because given the size of the present deficit, anything that reduces revenue or attempts to change the newly passed Tax Reform Act before it has had a chance to seek its own level, is resisted. However, we do need more understanding across the country of the necessity of trying to encourage savings and particularly savings for our college students.

Finding the finances with which to go to college is not just wholly the responsibility of the federal government, but I am a believer that the federal government should do its share, particularly for those who find that savings is very difficult.

The average American family only saves twenty-two hundred dollars for their student's higher education. I am about to have three children in college and I can tell you that they can spend twenty-two hundred dollars at the local pizza parlor and so twenty-two hundred dollars isn't going to make it.

Dr. Branson, you paint a pretty bleak picture of the success of this country in having proper representation at the level of higher education, beyond the baccalaureate among black Americans.

Part of the difficulty for that obviously starts in the grade schools, elementary schools, and continues to the secondary schools. Is there a better coordination that could take place between the historically black colleges and universities and their counterparts at the elementary and secondary level in order to encourage the appropriate development, particularly in your areas of concern, science and mathematics?

Mr. **Bristow**. Yes, sir. I have produced that.

Mr. **Williams**. What can they do to improve the coordination?

Mr. **Bristow**. Well, for example, they can work closely with the secondary schools and the elementary schools. One of the things which is in these volumes which I have given to you. I now find that virtually our society is getting at least 30,000 more black students out of secondary school each year that have the background so that they can go to colleges and go into these fields. They are actively discouraged from going into them. They are actively discouraged and fit in descriptive fields which do not require the kind of mathematical understanding, the kind of verbal dexterity. It is a very serious matter in higher education. I think we can do it, but I do think it is going to involve the Office of Education, because it is a long-term thing.

You cannot decide today that you are going to be a Physicist and come back next week and take a job at North Carolina Central University. The Business Schools might do it and Social Sciences, I understand. [Laughter.]

But you can't do it in Physics. It is a long-term process and, therefore, the public schools must be involved and it means an active interest of the people, and other people are doing it over this earth, and we can do it in America just as successfully.

Mr. **Williams**. Well, we are very appreciative of the good counsel and leadership that this panel has demonstrated and we thank you a great deal for being with us and sharing your thoughts.

Mr. **Bristow**. Thank you.

Mr. **Guitard**. Thank you.

[Applause.]

Mr. **Williams**. We ask now Panel II to join us. Dr. Fort, Mr. Ostergard and Dr. Payton.

Dr. Edward B. Fort is the Chancellor at North Carolina A&T University at Greensboro, North Carolina, and we are pleased to have you here today. Please proceed.

STATEMENTS OF DR. BENJAMIN F. PAYTON, PRESIDENT, TUSKEGEE UNIVERSITY, TUSKEGEE, AL; DR. EDWARD B. FORT, CHANCELLOR, NORTH CAROLINA A&T UNIVERSITY, GREENSBORO, NC; AND MR. PAUL OSTERGARD, PRESIDENT, GENERAL ELECTRIC FOUNDATION, FAIRFIELD, CT

Mr. **Fort**. Thank you very much, Mr. Chairman. I would like to defer at this moment and comment second today, because of the airline connections of my distinguished colleague from Tuskegee, Dr. Ben Payton. Ben.

Mr. **Payton**. Thank you very much, Dr. Fort, and Mr. Chairman and Congressman Owens. We are pleased to be a part of this presentation. I apologize for having to disrupt the order, but it is something that I cannot help.

I am Benjamin F. Payton, President of Tuskegee University in Alabama.

You have heard a number of projections about the increases in the percentage of minorities in our nation's work force, percentages that went to school and on to college. By the year 2000, these percentages will be increased and will affect the work force significantly. Black colleges must play a special role in preparing persons to assume positions at all levels of the newly emerging high-technology economy. This includes the training of scientific talent as well as the preparation of highly skilled workers. Such preparation, however, must start at the earliest grades, and the private sector, as well as the public sector, must play a strategic and important role.

I think partnerships between local schools, higher education, and the private sector provide a means of marshalling the concerns, the expertise, and the financial resources required to meet this need. I would like to focus on two such efforts in Alabama. One, I am pleased to have with me today, Dr. Paul Ostergard, President of the General Electric Foundation. G.E., in April of 1987, announced a one million dollar grant to upgrade Science, Mathematics, and English programs in Lowndes County, Alabama. For those of you who do not know Lowndes County, I will just say that it is one of eleven what we call black belt counties, and one of the first counties in the state. G.E. picked Lowndes County as a place to install a major high-tech firm. The question immediately arose, how can people, largely black, in such a county participate in this facility, the new jobs and the new future that this facility provides given the educational system as it was?

G.E. took, I believe, a courageous stand. They are unlike some corporations and foundations which engage in business and industry relationships with black colleges that constitute primarily rhetoric, they took more than that, and most important, my colleague and friend, Dr. Branson, talked about involvement, it is the only kind of project I know of where the President of the Foundation has himself become deeply involved in the project. I think it is this kind of commitment that is needed if we are going to make a dent in a tremendous and growing problem.

A one million dollar grant, four or five years, underwriting a magnet program for promising college-bound students. It is important to understand that this is not a remedial program. The assumption in this program is that in Lowndes County with all of its ecology, with all of its problems with health, with all of the educational benefits that there are people who have exquisite knowledge but who do not have adequate opportunity and the task of this project is to get at this problem at an early age and to make it possible through a fast tracking kind of program that will be conducted and is being conducted, not only with the involvement of Tuskegee University but also other universities in the state of Alabama, to make it possible over the next several years for people right there in Lowndes County to be employed in managerial, technical, high-tech positions if they choose at the General Electric High-Tech Plant.

I serve as Chairman of the Advisory Committee for this program. I have been very impressed specifically by the dedication of not only the Foundation but also people in Lowndes County, the Superintendent of the Schools, the parents, frequently we forget about the parents, people pulling together in Lowndes County, and sometimes we fail to be sensitive to the fact that children from poor families, which frequently means that you are talking about people from families who are basically illiterate, no simple education.

Parents too need some help and we have been particularly impressed by the response of parents to what they see as a clear possibility as their children can become involved in the growing Lowndes County of a society that is represented by this General Electric facility.

The Lowndes County project is one that we think could become a model for many states and counties across the nation. It brings together the private sector, higher education community, and enrolled students in a focused effort to develop talented students in grade school through those high-demand programs. I should also point out that while we give a lot of emphasis to mathematics and science, but also English and reading are important. You can be a math whiz, but if you can't read the problem, then how can you solve it, and so we think that based on some of the findings, we have already begun to note that this kind of approach is a strategic one.

Finally, I would like to note the mentoring component in this project. Mentors will include teachers as well as business folks and professionals from Lowndes County, yes, but also from beyond Lowndes County.

Another component in the mentoring process that is very important are those black college students whom these kids relate to and associate with on our campus, Tuskegee, and all our friends. I do not subscribe to the notion that only black people can serve as role models for black students. I think that is fundamentally flawed. Two things, very important, black students whose sense of what is possible, to have access to and have experience with other black students that are successful doing some of these important things in the high-tech professional area, the students they associate with in our School of Engineering, in the School of Business, other departments, give these youngsters that are in elementary school and high school the sense that if these kids can do it, why can't we.

We work also at Macon County, like Lowndes another very poor county, it is a young project supported by the Ford Foundation, focused primarily on mathematics and science. When we talk about teaching students mathematics and science, Dr. Branson has laid out what is a bleak picture, yes, but a very realistic picture however, you have got to start with the teachers and this applies not only to black schools but across America, our society does not give sufficient attention to the kind of vigorous programs that teachers should go through in order that they then can produce competent students.

This county, the Macon County folks is involved in developing teachers through programs of inservice as well as preservice in order to help them be able to handle the kinds of rigorous training the students need.

Black colleges need to be able to provide the kinds of things that we are doing in Alabama, but these types of things cannot be done without outside support, we cannot with the meager budgets we have, in order to provide the kind of support structures that we are talking about.

We need to reach not only the students, but also their parents through adult learning and continuing education programs. We need to have access to the most effective electronic technology available so that the programs can be beamed from our campuses into the homes, into civic centers, into community centers and so forth.

We are asking that this Committee work for the ability of black institutions to play a role through public and private partnerships, so that these kinds of programs and policies will keep enhancing such relationships. Thank you, Mr. Chairman.

[The prepared statement of Dr. Benjamin F. Payton follows:]

STATEMENT OF DR. BENJAMIN F. PAYTON, PRESIDENT, TUSKEGEE UNIVERSITY

I am Benjamin F. Payton, President of Tuskegee University in Alabama. Founded in 1881, Tuskegee enrolls 3300 students. It offers 45 degree-granting undergraduate programs and 29 graduate programs in seven major schools: Agriculture and Home Economic, Arts and Sciences, Business, Education, Engineering and Architecture, Nursing and Allied Health, and Veterinary Medicine.

I am very pleased to have been invited to participate in this hearing on the unique role and mission of historically black colleges. I have spent most of the past twenty years professionally engaged in the field of higher education. This includes five years service as President of Benedict College in Columbia, South Carolina, and ten years as Program Officer for Education and Public Policy at the Ford Foundation. I also served as a member of the National Science Board's Commission on Pre-College Education in Mathematics, Science and Technology.

Given projected increases in the percentage of minorities in the nation's workforce by the year 2000, Black colleges must play a special role in preparing persons to assume positions at all levels of the newly emerging high-technology economy. This includes the training of scientific talent as well as the preparation of highly skilled workers. Such preparation must start, however, in the earliest grades. Partnerships between local schools, higher education, and the private sector provide a means of marshaling the concern, the expertise, and the financial resources required to meet this need. I would like to focus attention today on one such effort, the Lowndes County Improvement Project.

I am very happy to have with me today Paul Ostergard, President of the General Electric Foundation. In April 1987, the General Electric Foundation announced a $1 million dollar grant to upgrade science, mathematics, and English programs in the Lowndes County, Alabama, pubic schools, and to provide college scholarships for Lowndes County students. The five-year grant will underwrite a magnet program for promising college-bound students. Funds will be used to provide advanced training for teachers, to purchase laboratory equipment, to provide classroom teaching materials, to sponsor field trips, and to make scholarships available to outstanding students. Funds will also be used to prepare students for employment in the community.

As chairman of the Advisory Committee for this program, I have been very much impressed by the creativity and dedication of the Superintendent of Lowndes County Public School, the School Board, and local officials. I have been particularly impressed by three elements of the Project: (1) the focus on identifying talented students; (2) the emphasis on overall academic achievement; and (3) the use of mentors. Let me comment briefly on those points.

The Lowndes County Improvement Project is not a remedial program. Rather, it is one designed to help identify talented students who have not had an opportunity to perform. There is a tremendous need for improvement in this aspect of pre-college education.

A 1985 College Board study of the 25 largest school districts showed a wide variation in black representation in gifted and talented programs. This study found that black students participated at a rate 20 percentage points below their representation in the student population.[1] In some counties, black representation in these programs was less than one third that of the total student population. In Dade County, Florida, for example, 29.6 percent of public school students were black. Black students, however, represented only 5.2 percent of participants in programs for the talented. Whites represented 31.9 percent of the school population, but 82.2 percent of those enrolled in programs for the talented.

Let me underscore, secondly, that the Lowndes County program is designed to improve overall academic achievement. It emphasizes not only science and mathematics, but also English and reading. Basic communications skills are a critical need, not to be overlooked in our emphasis on science and technology.

Finally, I note the mentoring component in this project. Mentors will include teachers as well as business persons, Black professionals, and other members of the Lowndes County community at large. I consider all of these elements to be very important parts of any comparable programs.

Tuskegee University currently conducts one component of the project, the Saturday Tutorial and Enrichment Program (STEP). Tuskegee University faculty in mathematics, reading and study skills, and engineering conduct tutorial sessions with 30 students in grades 9, 10, and 11. The Saturday sessions are designed to increase the students' skills in analytical reasoning, critical thinking, quantitative processes, and solving word problems. The participants are selected on the bases of their high academic achievement and desire to enter science, math, engineering, and technology fields.

In addition to the Lowndes County Project, Tuskegee University has also worked with the Macon County Board of Education since 1981 in pre-college programs and teacher development programs in mathematics and science. Initially supported by the Ford Foundation, the University continues its Macon County involvement under a National Science Foundation grant. Shortly, the University expects to launch a new program extending this involvement to an adult education program for parents.

Given the nation's demand for scientists and technologically sophisticated workers, there is clearly a strong national interest in encouraging such partnerships at every level. If we are to create the momentum required to produce a highly competitive workforce, Black colleges and universities must be in the vanguard. New legislative and policy initiatives are required. These initiatives must enhance the capacity of Black colleges to engages in partnerships with public schools and industry.

I am pleased that the Department of Education's "School, College, and University Partnership Program" plans to make five awards of about $275,000 each to promote such partnerships. I encourage the continuation of this program. I wish to emphasize, however, that black colleges already face tremendous demands to meet their basic survival needs. Most of our institutions do not have a surplus in our budgets which would allow us to play the role we would like to play.

Specifically, black colleges need to be able to provide support for our teachers to participate in these programs. We need to reach not only the students, but also their parents. Through adult learning and continuing education programs, parents will be able to grow with their children. Through the use of the most effective electronic technology, programs can be beamed from our campuses to churches, community centers, and homes.

Mr. Chairman, I know that I do not have to recite to you or to this Committee the critical role our institutions have played in preparing our young people for full participation in this nation's economy. We are asking today that our ability to play this role through pubic-private partnerships be enhanced. Thank you again for inviting me to participate in this hearing.

Mr. **Williams**. Thank you. Dr. Payton, we know that you have a flight and we want to assist you in meeting that schedule. Let me ask if Mr. Owens has any questions of you before we allow you to leave?

Mr. **Owens**. Just a couple of brief questions, Dr. Payton. Do you find that a project of this kind inspires more students to go into science and engineering and to stay with it along to a Masters degree and Ph.D at Tuskegee?

Mr. **Payton**. Absolutely.

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[1] College Entrance Examination Board, *Equality and Excellence: The Educational Status of Black Americans*, New York, 1985, pages 30 and 31.

Mr. **Owens**. What kinds of numbers are you getting in terms of students in sciences and math?

Mr. **Payton**. Well, Tuskegee is unique, in that the sciences and engineering happen to be our strength areas, upon which we place much focus. I was talking to Dr. Ostergard earlier about another program, a Job Corps program, which Mr. Williams, among others, supported in the Congress. It is a program that takes youngsters sixteen years old who have become high school drop outs. One of the most delightful experiences I have had since I have been at Tuskegee was this past Wednesday when one young lady with this program not only graduated from Tuskegee with a Bachelors but received a Masters degree in Science at Tuskegee's last commencement.

We have found that getting them early, we run programs for our students as low as the ninth grade, and some argue that we should start below that, and I suspect that is true, but we can't do everything, we have to start somewhere, we bring them into the campus, we have them associating with our faculty and our students, we challenge them to believe in themselves, and someone else made this point, that sense of can do is very, very important, and is another major reason why black colleges have been and are so extraordinarily successful because they can imitate not only techniques but something that gives them a sense of themselves.

Yes, Congressman, the numbers are growing. This particular program I am talking about in Lowndes County is still fairly new but Dr. Ostergard, I am sure, will want to talk about, among other things, the very vigorous assessment aspects to this. We want to know exactly what the numbers are as a result of this effort. We have done this with the Brook College program and we have found an extraordinary number of these youngsters went on to college and on now into graduate school. That program in Macon County is so successful that the State Department of Education for Alabama cited it as an exemplary program and now recommend it for counties of our state.

Mr. **Owens**. Just one last thing. Could you comment on the fact when we were considering Title III-B of the Higher Education Assistance Act a couple of years ago, Tuskegee was cited as one of the super powers among the black colleges with a large endowment and the implication was that they didn't need anything as a special favor. Have you, do you think you need that kind of aid of Title III-B and are there any comments you would like to make about the prospects of graduating as some propose?

Mr. **Payton**. Congressman, Tuskegee's endowment today——

Mr. **Owens**. It is your opportunity to get on the record.

Mr. **Payton**. Tuskegee's endowment today is $32.2 million. Relative to what some people believe colored folks should have, some consider that large. For the kinds and types of present programs that Tuskegee runs, our endowment should be at least three times that size. The tasks before us in this society is not only to make certain that individual black students get financial aid, but also to make certain that those black institutions, those one hundred and five, or whatever the exact number is today, they find adequate support in order that they can continue this job that they are doing.

The job Tuskegee does with the small resources it has is truly extraordinary. No, we are far from being a rich school, Congressman, and I think I will not even talk about those who know better.

Mr. **Owens**. Thank you.

Mr. **Williams**. Thank you, President Payton. We appreciate your being with us here today and if you have to leave and catch your plane, we understand.

Mr. **Payton**. Thank you very much for making the adjustment. I appreciate it very much and I want to say a special word of thanks to my colleague, Chancellor Fort, for allowing me to do that. Thank you.

Mr. **Williams**. Dr. Fort.

Mr. **Fort**. I thank everyone, Dr. Owens, and his distinguished colleagues, and with particular reference to my distinguished colleague, Congressman Owens, who was forced to attend our campus, and we are delighted to have the chance of actually meeting with you again.

Before we begin with my testimony as far as starting the ticking of the clock, Mr. Chairman, I would like to make sixty seconds worth of preliminary comments.

One, Congressman Owens' earlier question which he addressed to my colleague, Dr. Albright, I think that in looking at the posture taken by the two national candidates for the Presidency that while, on the one hand, I am impressed with the representations made by Governor Dukakis as far as loan plans as they have come to be termed, I think I am more interested at this time in the representations made by Vice President Bush, particularly as it relates to the whole question of the kinds of funding and dollars that are necessary on a historical market plan basis to insure that we get the money, and how, and so between the two, I would have to choose Bush.

Secondly, I was also impressed with the comments made by the young student of North Carolina Central, James Guitard. In fact, I talked with him very briefly in the hall before we came in and I would like to suggest this to this young man. If he goes ahead and gets a Masters degree in Political Science or Public Administration, I think I can assure him if he makes the decision to come to A&T, we will take care of his needs at a thousand dollars a year, or if it appears to be a male attendant's job, we will go as high as two thousand. A generous fee, I believe. [Laughter.]

A&T's campus is the largest historically black university in the state of North Carolina with a total enrollment of 6,075 students. Its mission is high technology and it has one of three Schools of Engineering in the entire system. Four in the state, including Duke University, and of course, it is renown for its production of such intelligent internationally known in the limelight as Reverend Jesse Jackson, Congressman Adolphus Towns of New York who took the place of Philip Tidlen. In general, Sarah Ingram who was in charge of 25,000 nurses of the U.S. Army internationally, General Charles Bussy, who is the highest ranking Major General we know as far as Southeast Asia's technology is concerned, and of course, Captain Afgan DeNiro, who was one of the victims of the unfortunate shelled area two years ago, and a building on the campus just being built will be named after him, DeNiro Hall.

My name is Edward B. Fort and I am Chancellor of this tremendous university, and I welcome the opportunity to speak to you on behalf of our Board of Trustees, our 6,075 students and our alumni who are currently involved internationally, scattered around the world, that I make these statements to you in the next six minutes.

First of all, I think that the major challenge confronting the nation today is that related to the issue of the underrepresentation of black and other minority personnel in the fields of science and engineering, and computer science and mathematics and I think that the very future strength of this nation and, in fact, its ultimate downwind vitality is inextricably related to the survival and enhancement of the HBCU's for one very simple reason. There is no way on God's green earth that the federal government between now and the year 2000 can meet all the mathematicians, engineers and scientists needs of the Yale's, Harvard's and Stanford's. It is just that simple. It won't happen. Therefore, we will have to find some way to enhance the prospects for getting a good share of that extraordinarily important need from HBCU's scattered nationally.

Now the great challenge, of course, and the process that we seek to deal with this issue, is the fact that we are involved in a market place which is internationalized and which means that we have to be able to replenish the scientific and technological talent at acceptable levels or to maintain nation specific superiority in the field of research. Because of the general shortage of trained scientists and engineers in this country, our preeminence is flattening out and most feel it is drastically waning.

As a matter of fact, in 1986, forty percent of all baccalaureate degrees and fifty percent of all Ph.D's awarded in the field of engineering were earned by foreign born nationals and that data indicates that this trend will increase over the next decade, up to the year 2000, and beyond.

The data further indicates the fact that majority institutions are just simply, as I indicated earlier, not going to be able to produce enough engineers to meet the growing demands for engineers in this country and, therefore, again, we must find a way of pointing in the direction more and more of the HBCU's.

On that basis then, let me identify for the remaining portion of my presentation two major thrusts. Number one is what I define as capacity building through alliances involved with black emphasis.

And then the second major thrust is that which aren't typically listed, the four basic areas of increased federal involvement that I perceive must occur sooner than later if in fact we are going to get on top of this.

But let's get back to the top or which I consider number one, capacity building through alliances. There are new partnerships in academia, also ones that involve the government and private industry. Let me identify just one.

The memorandum of understanding that was signed on November 4, 1987 at the United States Department of Energy represents a pretty good example of what I am getting at. That alliance is comprised of North Carolina A&T State University, New Mexico Highlands University, and the Ana G. Mendez Foundation in Puerto Rico, and three national laboratories, specifically the Los Alamos, Oak Ridge and Sandia, so what we have here is a linkage between one black campus, one heavily native American and Mexican campus, and one Puerto Rican campus coalescing their resources with three nationally important research labs, Los Alamos, Oak Ridge and Sandia. Now what kind of goodies evolved from this in concert with this memorandum of understanding?

We envision that a collaboration in this alliance will prove to be particularly beneficial to the three minority institutions because it includes faculty and staff exchanges among its members, collaboration and enhancement of undergraduate and graduate curricula and research, onsite loan professors to the participants from the national laboratories, internship and cooperative education possibilities for our students to actually spend the summer at Los Alamos and also experiences for faculty and students in short-term or long-term research which I think is, again, in concert with the whole question of interface with these three national labs, and then, finally, long-term and short-term loans of equipment, later to be hopefully gifts as far as these three universities are concerned.

This means, therefore, that that kind of coalescence between major agencies within the federal government shelter that is driven by the power and the money and control against poverty can go a long way toward enhancing this two-way street between three national—two national labs and, of course, the three universities led by A&T.

So let's move on. Now how about the point number two or the need for additional federal involvement? I will identify four points. Point number one, there is a major need for black campuses, both universities and colleges nationally, to secure additional curricula and faculty development of monies, so as to enable our kids to pursue, if you will, Ph.D studies and beyond. That means that we have to find ways to cover financing and make seed money available for research projects so as to assure that reality.

Point B, or number two, funded programs like MARC, that is Minority Access to Research Careers, and MBRS, that is Minority Biomedical Support Program, simply must be enlarged. The interest here is twofold. One, increased possibilities for research groups with the earned Ph.D and, secondly, inter-possibilities for careers in the health sciences, including medicine, and pharmaceutical endeavors. We envision that in someway the federal government expand twofold MARC and MBRS would certainly enhance our posture in that regard.

Point number three, there is a major need for the federal government to increase the number of Minority Research Centers of Excellence as currently funded by the National Science Foundation. Four is not enough. Five is not enough. It would be my view that there must be at least six fundings per year and so the HBCU's can do all necessary to get on with increasing minority participation in the purpose for which we are seeking here today, and that is to increase the viability of science and technological growth development.

Again, four MARC's are just simply insufficient. We are talking about a need for at least six per year, and so the HBCU's isn't constantly borrowing from the federal government if it was increased to a sufficient plateau.

Then, finally, point number four, or D, is the fact that the federal government must find some way, to continue to look at ways of supporting more graduates of HBCU's at the graduate school level.

The data shows that about 90 percent of our undergraduate students attending historically black universities and colleges need some form of financial aid in order to remain in school. That means then that there is an awesome amount of power necessary in terms of race now to insure that large numbers, increasingly large numbers of those students have a chance to pursue beyond baccalaureate degrees or Ph.D. They can't do that if they are denied access to those programs because of lack of funds. Therefore, we would urge that financial aid packages be such that we can increase the amount of money available for the graduate level to shuffle and utilize among the students.

Now, A&T, of course, as a black university can demonstrate on an accountability basis what happens once you make moves of the kinds I have just proposed. Let me give you just three examples.

Number one, a week after we, because of our strength in science and engineering programs, involved ourselves heavily in a Microelectronics Center in North Carolina. In fact, our campus is the only black university, as a department, that has a contract with the Research Triangle, and if in fact chips manufacturing becomes the mode of the day as far as strength of the electronic students to serve North America and beyond, then we have to find some way to increase the involvement of black campuses in this type of expertise and that means that we have got to find additional funds.

Example number two, our institution became the first historically black university in the country about eighteen months ago to manufacture microchips in a laboratory setting on the campus of A&T. We envision, and now that is a start, it will continue through the use of the two thousand square foot Silicon Fabrication Laboratory which is part of DeNiro Hall, named after Afgan DeNiro, and that is only the beginning. How far we will go beyond that depends upon state funding and, of course, we are only a state assisted institution. Less than fifty-five percent of our total money comes from state cofers, the rest comes from the federal government and elsewhere, and, secondly, it means that we have got to find some way to insure the fact that the road between the federal government and the corporate structure is such that the dollars necessary can enhance the prospects or insure the efficacy of putting in the dollar and particularly I have reference to so-called state supported institutions.

Another example, number three, which I think is a honey, less than three months ago, NASA announced, the National Aeronautics and Space Administration, that of the more than 119 campuses nationally, including the likes of Yale, Harvard, Johns Hopkins University and the University of California-Berkeley, that only nine had been selected for purposes of getting millions of dollars to be used in establishing and operationalizing MARS Space Research Centers.

It just so happens that the only black institution involved in that venture is A&T in a joint capacity with the North Carolina State University to the tune of, over the next five years, of $8.5 million. That $8.5 million will be used to establish a joint venture MARS Space Research Center and our responsibility, utilizing the scope and the expertise of our scientists within the facility area is the take down of the composite material center. Now, that means, we will research and we envision that, based on that research, we will come up with the kind of sleeve necessary to provide NASA with the outer layer that it needs to put on the outside of the Mars land vehicle that will land on the planet Mars by the year, about 2010. North Carolina State, our colleague in this venture, will take care of the aeronautical engineering vocations of this joint venture.

So you see, we are confident that much could be involved if you could find a way to assure the reality that the funds now for these campuses not only come from the private sector, they not only come from the state, in the case of state supported institutions, but they also come from the cofers of the federal government as it relates to such things as, again, expanding the MARCs that you have, at least sixty, to take care of the needs of our campuses.

In conclusion, let me suggest this, I am confident that these historically black universities can rise to the occasion if they have the funds necessary to get on with it. We are risk oriented, we know how to manage our affairs, and I disagree with a statement made earlier that somehow higher education has managed adequately its affairs. That is not true.

But the problem I have is with realities that whenever we talk about management in higher education, the fall guy always happens to be my campus. That is nonsense. As a matter of fact, there are more things that reek of inequity and inefficacy, if you will, as it pertains to the majority interest than those that are black when you compare the whole question of mismanagement and so when you talk about management in higher education, take a look at the track record of those institutions that happen to be majority black and see what they have done with the funds that they have secured for the purposes of getting on with the business of tripping the light fantastic so as to insure the fact that the kids that they bring into the university as prospective or potential black belt reformed students, give them degrees in four or five or six years and then get on with the business of bestowing either Ph.D's or Master degrees or moving the kids in the world of work.

Our campuses are competent, they are involved in a commitment to the kids and most important of all, they have the necessary world class faculty to assure that they are committing the bucks that are given, that faculty, as well as the administrative team, will see to it that they are used for the purposes of making a difference in the lives of the kids whom we seek to educate. Thank you very much.

[The prepared statement of Dr. Edward B. Fort follows:]

TESTIMONY OF DR. EDWARD B. FORT

Mr. Chairman, my name is Edward B. Fort and I serve as chancellor of the North Carolina Agricultural and Technical State University in Greensboro, the largest of eleven HBCUs in North Carolina and the eighth largest among the nation's 119 black colleges and universities. We sincerely welcome this opportunity to address this august body on some of the important challenges facing historically black colleges and universities as they seek to assist this nation in meeting its educational and economic needs of the 21st century. I shall be particularly referring to the challenge of increasing minority representation in the graduate fields of science and engineering.

I might begin my testimony by stating that it is important that we understand that the future strength and vitality of this great nation will be inextricably tied to the survival and enhancement of the HBCUs. These 119 institutions, although conceived and born in the very bowels of racism, have through perseverance, hope, determination, and innovative management as platformed upon a number of important governmental initiatives, evolved into superb colleges and universities of great utility and serviceability to their constituents and others. They remain as the singularly most important source of minority leadership and a critical significant resource as this nation seeks to regain the competitive lead in the world economy.

However, despite the outstanding track record of the HBCUs in enrolling and graduating minorities in undergraduate, graduate and professional programs, there remains much more that can be done by these institutions in assisting in the preparation of minority scientists and engineers. A grave challenge faced by the United States in the world marketplace is that of being able to replensih its scientific and technical talent at an acceptable rate to maintain a superiority in research. Because of a general shortage of trained scientists and engineers in this country, our preeminence in these fields is waning.

In 1986, 40 percent of all B.S. degrees and 50 percent of all Ph.D.s awarded in engineering were earned by foreign nationals and data indicates that this trend will increase over the next decade. The data further indicates that majority institutions will not be able to produce enough engineers to meet the growing demands for engineers by America's corporate and research sectors. Thus the already proven potential of the HBCUs in producing some of the needed science and engineering talent must be tapped.

The situation I have described is one of the foremost challenges of America. What I would like to address here today is (1) a kind of response which I feel that the HBCUs can make to this national priority, and (2) some recommendations for legislative responses to this concern.

I. CAPACITY BUILDING THROUGH ALLIANCE

A viable means of addressing the shortage of minority science and engineering graduates is that of assisting and encouraging the HBCUs with engineering programs and research potential to enhance their capacities in the fields. Historically, many of the HBCUs have been plagued by inadequate supply of funds for equipment, and facilities and professors. Recent experiments show that these institutions can enhance their capacities in science and engineering by intensifying the building of alliance-driven relationships. These are new partnerships, between academia, government and private industry. These alliances can serve as a catalytic agent for increasing the incidence of black and other minority participation in the academic stream leading to the baccalaureate degrees, and for encouraging the graduates of HBCUs to pursue doctoral degrees in natural sciences, mathematics and engineering fields.

Have any such alliances been developed? Some majority agencies have participated in alliances involving an HBCU for many years. An example of such a capacity-building alliance is the Memorandum of Understanding signed on November 4, 1987 at the U.S. Department of Energy. The alliance is composed of North Carolina A&T State University, New Mexico Highlands University, The Ana G. Mendez Educational Foundation Institutions, and three national laboratories—Los Alamos National Laboratory, Oak Ridge National Laboratory, and Sandia National Laboratory. Thus a historically black university, two Hispanic higher education institutions; one serving Mexican and native American Indians, and one serving Puerto Rican students are aligned with three of the nation's most prominent scientific research laboratories.

The components of this alliance include the development of developmental and research programs and projects through collaboration between the participating laboratories, and universities; and the provision for technical staff and materials to meet specific scientific research support services as required by the national laboratories.

This collaboration in the alliance should prove to be especially beneficial to the 3 minority universities. It includes faculty and staff exchanges among the members, collaboration in the development or enhancement of undergraduate and graduate curricula and research, on-loan professors to the participants from the national laboratories, intern and cooperative education experiences for the students and faculty with the national laboratories, and the short- and long-term loan of equipment to the colleges and universities from the participating laboratories.

A most promising aspect of the alliance is funding for a much needed early intervention program for minority pre-college students.

Through an already successful Saturday Academy, A&T State University will assist selected minority junior and senior high school students in developing and enhancing their skills and knowledge in science and mathematics. This project will be followed by an intensive four-week Summer Science and Mathematics Institute for minority senior high school students, to be conducted on the A&T campus. These classes will be taught by A&T professors, researchers from the National laboratories, and local outstanding public school teachers.

The stage is set then, through this historic and unique alliance, for the participating members to increase their capacity to contribute to the nation's scientific programs. It will also make possible the development and enhancement of strong academic and research programs at the educational institutions. Nothing has generated so much excitement at A&T as has this alliance.

II. NEED FOR ADDITIONAL FEDERAL INVOLVEMENT

A. A major need of the HBCUs is that of additional curricula and faculty development. Federal funding for consortiums could be used to stimulate collaborative research programs, and to encourage HBCUs professors to pursue graduate study for Ph.D. degrees. By making seed money available for research projects, the federal government would be stimulating the development and growth of this activity and the HBCUs. This increased capacity for research could be channeled into additional research opportunities provided by the private sector.

B. Current federally-funded programs like MARC (Minority Access to Research Careers) and MBRS Minority Biomedical Support Program) should be enlarged. These have proven to be outstanding projects for stimulating minority interest in research careers in the case of MARC students, and in encouraging interest in pursuing medical and pharmaceutical careers in the case of MBRS students. Additional funding is needed so that MARC students may be recruited by the colleges while in high school. As it stands now, these students are identified during their last two years in college. Other potential scientists and engineers could be identified if recruited in high school.

C. A major need is for the federal government to increase the number of Minority Research Centers of Excellence (MARCE). Not only do these centers provide for very serious enhancement of research on the campus where the center is located, but the required outreach component of the Center would involve other HBCUs in the area, thereby increasing the potential pool of minority students going into engineering and science.

D. The government should continue to look at ways of supporting more graduates of HBCUs in graduate school. It should be remembered that in some 90 percent of the undergraduates attending HBCUs require some type of financial aid in order to remain in school. Additional federally-sponsored fellowship programs will be required to assist the minority graduate students.

In conclusion, we can further testify about the value of capacity building as it relates to strengthen a university's potential for first class research, and the impact of such research on economic growth. A&T State University, a historically black institution, because of the strength of its science and engineering curricula, faculty, research facilities and students, was selected as a full partner in North Carolina's Microelectronics Center. This alliance of five universities and the Research Triangle Institute has helped to gain worldwide recognition of the state in the area of high technology and has enabled the state to attract several large firms to the Research Triangle Park.

Additionally, because of strength and vitality of its engineering and science program, A&T students last year became the first students of a historically black university to fabricate integrated computer chips.

Most recently, growing national recognition of A&T State University's competency in teaching and engineering research, and in its superb research laboratories, resulted in the university being selected by the National Aeronautics and Space Administration (NASA) for a cooperative $8.4 million program with North Carolina State University to conduct long-term research and to develop technologies to send manned vehicles to Mars and beyond.

We have hardly scratched the surface in terms of the awesome and unlimited potential which the HBCUs have for contributing significantly to the nation's scientific and engineering efforts. If the genuine commitment is there to help these institutions become all they can become as far as equipment, research facilities, teachers and curricula are concerned, they can play a vital role in the technological and scientific changes now sweeping the world. I am confident that the nation and the HBCU's will rise to the challenge.

Mr. **Williams.** Thank you very much. Mr. Paul Ostergard is President of the General Electric Foundation. Please proceed.

Mr. **Ostergard.** Chairman Williams and Congressman Owens, it is a special pleasure to be on a panel this morning with Chancellor Fort and President Ben Payton. We have had the opportunity to indeed fund a program that will bolster both present and future needs in the education and economy at North Carolina A&T, and a long-standing relationship with Tuskegee and I think that fits with G.E. and the G.E. Foundation as two of the largest and oldest funders of programs and scholarships aimed at advancing underrepresented minorities in the sciences and engineering in the United States.

We are one of the founders, and today we are the largest supporters of the National Action Committee for Minority Engineering, which has helped to triple the number of engineering graduates in the United States since 1970.

We are also funders of the seven historically black colleges with engineering programs, including the newest program, Hampton.

It is because of this commitment to minority advancement in the sciences and engineering that we are here today to describe trends that threaten further success in this area, and to outline some of the initiatives we have launched with Tuskegee, and other schools, to reverse the trend of falling college enrollments among minorities.

We all agree with a nation at risk and know the perils of inadequate preparation of American youngsters in our nation's public schools.

Let me highlight for just a moment the sad state of pre-college education in the United States. U.S. high school seniors are testing lowest among seventeen countries in chemistry, biology and physics. Pre-college math is also in trouble. Three recent studies show our highest scoring fifth graders below all Japanese tested; our eighth graders scoring tenth out of twenty nations in arithmetic. One result, twice as many engineers per capita area graduating in Japan and West Germany as in the United States. Freshman engineering enrollment in the United States dropped fourteen percent between 1982 and 1986.

These facts are emerging against a back drop of a fundamental shift in demographics in the United States. In a nutshell, the college-age population is smaller now than it was when the baby boom cohort flooded our campuses and work places, and the mix is increasingly richer in minorities.

By the year 2000, underrepresented minorities will make up thirty-one percent of the college age population. Women now outnumber men in college for the first time.

The shift in the mix of college age cohorts will also be different by the year 2000; whites will drop by seven million, to sixteen million; blacks are likely to remain about 3.5 million; Hispanics will double to four million; and others, including Asians, will total a million.

If minorities and women are going to help fill the future gap in the nation's supply of engineers and other technically trained people, we had better get busy right now because we can't outrun the clock. The facts are stacked. In 1986, for example, only 1.7 percent of all employed engineers were black, two percent were Hispanics, and four percent were women.

We see three impediments to fulfilling the dream of higher participation of minorities in America's highest paying jobs and professions such as changes in financial aid. The federal government has shifted away from grants, as everyone has said this morning, in favor of student loans, and this has, we believe, disproportionately affected minorities. Inadequate preparation in the public schools. Substandard inner-city schools with poor math and science achievement have reduced the numbers of youngsters who should be college bound. Lack of role models. There are still too few minority teachers at college and pre-college levels.

We are convinced that financial barriers to a college education can be overcome by government, universities, and the private sector, and you can count on us to continue to play a leadership role in this area.

But inadequate preparation in the public schools is a much bigger challenge. While the private sector can leverage relatively small amounts of money behind quality upgrades in some public schools, these amounts pale next to the billions in public funds being spent. What good private-public joint ventures can do, however, is initiated bold experiments that can help guide public school administrators to redirect funds toward efforts that show success. In many of the nation's 16,000 school districts, all kinds of quality improvements are now underway.

We are participating in partnership programs in many of our plant communities because we have an opportunity to wed G.E. Foundation grants with the efforts of G.E. volunteers.

I would like to describe quickly some of our projects. At the Manhattan Center for Science and Mathematics in New York's East Harlem, sixty G.E. scholars, top ranked juniors and seniors, have had a dramatic increase in their SAT scores. One class had an average increase of a hundred and seventy-three points from their PSAT's to their SAT's. The key, G.E. Foundation grants aimed at putting these youngsters on a competitive footing with youngsters at the best public high schools, including big efforts such as SAT prep, and little things, like having Time Magazine delivered to their homes; and, two, G.E. volunteers act as one-on-one mentors, equipment procurers for the laboratories and curriculum advisors. Almost every youngster who graduates from this school is college bound.

Congressman Owens may know this school, it used to be the old Benjamin Franklin High School on East Nineteenth Street. In that school, sixty-seven years ago, four percent of youngsters who entered that school as freshmen graduated, drugs, dropouts, you name it, that school had it. It has been a phenomenal turnaround. Last year, the first class graduated under this new partnership with the business community, out of a hundred and forty-three youngsters who entered as freshmen, a hundred and forty-two graduated and a hundred and forty-two were admitted to colleges and universities, and including schools like M.I.T. and Harvard.

Here in North Carolina, the G.E. Foundation and G.E. volunteers have begun a joint program with the Hendersonville School System to identify potential dropouts at the Junior High level, and give them special assistance and personal attention to keep them in school.

In Wilmington, our manpower and dollars established a mini-grant program to allow teachers to implement innovative classroom programs.

Our largest project to date is in rural Lowndes County, Alabama, where the Foundation has committed more than a million dollars, which will be more like a million and a half, I think is what it is going to be, to trip the number of college-bound youngsters.

Under the leadership of Ben and the Lowndes Superintendent of Schools, a task force of parents, teachers, professors, county leaders, and students have forged a plan that includes a Saturday Academy in science and math for faster-track students conducted by professors at Tuskegee, scholarships at Tuskegee and other Alabama universities targeted to Lowndes County High School graduates, SAT preparation courses, teacher and principal upgrade programs, and new equipment and the training that goes with it.

This whole effort is linked to an economic development effort in the county that includes a seven hundred million G.E. Plastics Plant, an industrial park donated by G.E. to attract other employers to the area, a grant to help county government improve administration, and a small housing project for the county's poorest. Together with state and federal governments, we plan infrastructural development of the industrial park, and training for the hundreds of jobs we expect to be created there.

Our dream is that some Lowndes County youngsters will pursue Chemical Engineering, for example, at schools like Tuskegee, and have the option to return to Lowndes County and find careers in the highly technical fields that international competitive companies, like G.E., must continue to press to new limits.

Based upon our experiences in East Harlem and Lowndes, among others, I can tell you that we plan to step up our commitment to poor and inner-city public schools over the next decade and we will be talking about that in the months to come.

We also want to do our part to help increase teacher and professor role models for today's and tomorrow's students.

Based upon our experience with developing some 1,200 new science and engineering faculty at the college level in the 1980's, we are now looking at the feasibility of targeting similar efforts to minorities and women in the 1990's. I hope to have more to say about that too in the months to come.

Thanks for inviting our participation in this hearing this morning and I will be glad to answer any questions.

[The prepared statement of Paul M. Ostergard follows:]

Testimony of Paul M. Ostergard
President, The General Electric Foundation

"In the National Interest: Historically Black Colleges and Universities"

Hearing of the Postsecondary Education Committee of the U.S.
House of Representatives Committee on Education and Labor

Durham, North Carolina
September 12, 1988

Chairman Williams, Members of the Subcommittee:

GE and the GE Foundation are among the oldest and largest corporate funders of scholarships and programs aimed at advancing under-represented minorities in the sciences and engineering in the United States. We are one of the founders, and largest supporters, of the National Action Committee for Minority Engineering, which has helped to triple the number of engineering graduates in the U.S. since 1970. We are also funders of the seven historically Black colleges with engineering programs, including the newest, Hampton.

It is because of this commitment to minority advancement in the sciences and engineering that we are here today to describe trends that threaten further success in this area, and to outline some of the initiatives we have launched with Tuskegee, and other schools, to reverse the trend of falling college enrollments among minorities.

We all agree with a "Nation at Risk" and know the perils of inadequate preparation of American youngsters in our nation's public schools. Let me highlight, for just a moment, the sad state of pre-college education in the U.S.

- U.S. high school seniors are testing lowest among 17 countries in chemistry, biology and physics.
- Pre-college math is also in trouble. Three recent studies show our highest scoring 5th graders below all Japanese tested, our 8th graders scoring 10th out of 20 nations in arithmetic.
- One result: twice as many engineers per capita are graduating in Japan and West Germany as in the U.S. Freshman engineering enrollment in the U.S. dropped 14% between 1982 and 1986.

These facts are emerging against a back-drop of a fundamental shift in demographics in the U.S. In a nutshell: the college-age population is smaller now than it was when the baby-boom cohort flooded campuses and workplaces, and the mix is increasingly richer in minorities.

- By the year 2000, under-represented minorities will make up 31% of the college age population. Women now outnumber men in college for the first time.
- The shift in the mix of the college-age cohort will also be different in 2000:
  - Whites will drop by 7MM (to 16MM);
  - Blacks are likely to remain at about 3.5MM;
  - Hispanics will double to 4MM; and
  - Others (including Asians) will total 1MM.

If minorities and women are going to help fill the future gap in the nation's supply of engineers and other technically trained people, we'd better get busy right now because we can't outrun the clock. The facts are stark: in 1986, for example, only 1.7% of all employed engineers were Black, 2% were Hispanics, and 4% were women.

We see three impediments to fulfilling the dream of higher minority participation in America's highest paying jobs and professions:

- Changes in Financial Aid -- The Federal government has shifted away from grants, in favor of student loans, and this has, we believe, disproportionately affected minorities.

- Inadequate Preparation in the Public Schools -- Substandard inner-city schools, with poor math and science achievement, have reduced the numbers of youngsters who should be college bound.

- Lack of Role Models -- There are still too few minority teachers at college and pre-college levels.

We're convinced that financial barriers to a college education can be overcome by government, universities, and the private sector, and you can count on us to continue to play a leadership role in this area.

But inadequate preparation in the public schools is a much bigger challenge. While the private sector can leverage relatively small amounts of money behind quality upgrades in some schools, these amounts pale next to the billions in public funds being spent. What good private-public joint ventures can do, however, is initiate bold experiments that can help guide public school administrators to redirect funds toward efforts that show success. In many of the nation's 16,000 school districts, all kinds of quality improvements are underway. We're participating in partnership programs in many of our plant communities because we have an opportunity to wed GE Foundation grants with the efforts of GE volunteers. I'd like to describe quickly some of our projects:

- At the Manhattan Center for Science and Mathematics in New York's East Harlem, 60 GE Scholars ... top ranked juniors and seniors ... have had dramatic increases in their SAT scores. One class had an average increase of 173 points from their PSATs to their SATs. The keys: (1) GE Foundation grants aimed at putting these youngsters on a competitive footing with youngsters at the best public high schools ... including big efforts such as SAT prep, and little things, such as having *Time* Magazine delivered to their homes. (2) GE volunteers act as one-on-one mentors, equipment procurers for the labs, and curriculum advisors. Almost every youngster who graduates from this school is college bound.

- Here in North Carolina, the GE Foundation and GE volunteers have begun a joint program with the Hendersonville school system to identify potential dropouts at the junior high school level, and give them special assistance and personal attention to keep them in school. Also, in Wilmington, our manpower and dollars established a mini-grant program to allow teachers to implement innovative classroom programs.

- Our largest project to date is in rural Lowndes County, Alabama, where the GE Foundation has committed more than $1 million to triple the number of college-bound youngsters. Under the leadership of our friend Ben Payton, the President of Tuskegee, and the Lowndes Superintendent of Schools, Eli Seaborn, a task force of parents, teachers, professors, County leaders, and students have forged a plan that includes: (1) Saturday academies in science and math for faster-track students, conducted by professors at Tuskegee; (2) scholarships at Tuskegee and other Alabama universities targeted to Lowndes County high school graduates; (3) SAT preparation courses; (4) teacher and principal upgrade programs; and (5) new equipment, and the training that goes with it.

This whole effort is linked to an economic development effort in the County that includes a $700 million GE Plastics plant, an industrial park donated by GE to attract other employers to the area, a grant to help County government improve administration, and a small housing project for the County's poorest. Together with the State and Federal governments, we plan infrastructural development of the industrial park, and training for the hundreds of jobs we expect to be created there.

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Based upon our experiences in East Harlem and Lowndes, among others, I can tell you that we plan to step up our commitment to poor and inner-city public schools over the next decade. We'll be talking about that in months to come.

We also want to do our part to help increase teacher and professor role models for today's and tomorrow's students. Based upon our experience with developing some 1200 new science and engineering teachers at the college level in the 1980s, we're now looking at the feasibility of targeting similar efforts to minorities and women in the 1990s. I hope to have more to say about that too in the months ahead.

Thank you for inviting our participation in this hearing. I'll be glad to answer questions.

Mr. Williams. Thank you.

Mr. Owens. You all have the ownership in consortiums that underlay, undergird the basic principal that I have always enunciated that these colleges have a definite contribution to make and they must survive the system in order to make that contribution. They play a pivotal role, in terms that survival is not enough, is it? You have to be funded to do the job, as Chancellor Fort has made clear.

Now let me ask a few questions that may be a bit sensitive. I could probably step forward and tell you about a couple of the government's recent higher education reorganization legislation. We will be pushing very hard to get the federal government to do more; however, I don't quite understand some of these state funding formulas.

I asked Mr. Guitard before about state aid to students and he said there is no state aid directly to students. I meant, I started to go on and ask him about aid to institutions, but I would like to ask you, Mr. Chancellor; the aid to institutions in North Carolina, is North Carolina Central and A&T on a similar basis in terms of the funding from the state? You said you were a state assisted institution.

Mr. Fort. Yes, absolutely. In fact, as you are aware, Congressman Owens, North Carolina, of course, has sixteen universities within the system of which five are black. That means that we are unique in that this state has the largest number of state assisted universities of any state in the country.

Now, the enrollment formula for this state is enrollment early, that means that the budgets that are received by these 16 individual campuses, which by the way on a combined basis comprise for the first time one billion dollars, come as a result of enrollments that the campuses have within this time period.

Mr. Owens. Is that people from all state system institutions?

Mr. Fort. Yes. It is not equal in terms of the amount of money you get. For example——

Mr. Owens. What about per student?

Mr. Fort. That is right.

Mr. Owens. At one time?

Mr. Fort. Well, no, that is not correct. Within that structure, there are three subcategorized models. Model number one are doctoral degree graduate students. The research currently indicates nationally that it costs more money to pursue a Ph.D as far as dollar amount per student is concerned than is the case with respect to baccalaureate degrees, and that is that per student, the doctorate interests get the largest share of the aggregate, and then the second tier is the so-called comprehensive one universities. Comprehensive one universities are universities like A&T that provide education through the Masters degree and then more recently, like A&T, have run doctoral degrees with another institution in the system and then third, you have the third tier which is the baccalaureate degree institution which is authorized only to offer the baccalaureate degree plus Masters degrees that are offered by that campus by other institutions from outside. So within those three tiers, you have a funding formula relationship that is enrollment driven; therefore, it is fairly obvious, a university like North Carolina State which has the largest campus in the system, and which also has a doctoral program, in a number of ways, and it has 22,000 students, it is going to get by far more money per capita than is the case of A&T or North Carolina Central.

Then additionally, as far as financial aid is concerned, there are what is defined as state and census grandfathered grants and those state and census grandfathered grants are set aside as far as it goes in putting together a comprehensively defined financial aid package, which in part consists of: one, federal financial aid; secondly, financial assistance from the state as I just described; and then third, obviously, is the worst out of the three.

Mr. **Owens**. So the five state assisted predominantly black institutions, most of them are category three, or category two?

Mr. **Fort**. Category two or three. For example, North Carolina Central and A&T are apparently listed as one of the universities who doesn't get real opposition as baccalaureate and Masters degree programs.

Mr. **Owens**. How long have these formulas existed?

Mr. **Fort**. Since 1972. The university system merged in 1972 with the authorization of the state legislature into a unified system of campuses which started with sixteen campuses, each one has a Chancellor reporting to a President, who in turn reports to a Board of Governors which is elected by the state legislature.

Mr. **Owens**. I asked the question because there have been charges made that there are certain States that still are discriminating in their formulas against their black institutions versus their white institutions, and I wonder about the necessity of federal legislation to either offer incentives to those States to correct that or offer mandates, you know, so that you have equal aid and so I was just wondering——

Mr. **Fort**. Well, of course, Congressman Owens, I think your statement is very well taken and I agree with it. North Carolina, obviously, the state that I am able to discuss, in 1981, it was under federal guidelines and Congress issued a Consent Decree and promulgated by federal court, which indicated that it would have to get its act together as far as all of the inequities as it relates to desegregation in the state.

Mr. **Owens**. With respect to the facilities and buildings, would you say the same kind of formula would follow?

Mr. **Fort**. Not so, as far as the court was concerned, but specifically delineated mandates was set for three in 1981 was that equity with regard to building facilities would have to evolve, and I think that certainly there is a distinct relationship between that and the fact that in the last seven years we have constructed a seven million dollar animal science building, we have constructed a $3.5 million administration building. We have constructed with state monies a nine million dollar DeNiro Building. More recently, Senator Martin is well aware, we got it with his support, we are in the process of breaking ground to construct a sixteen million dollar library. That is all state monies, and I think that there was a double relationship between approval of that money and the mandates made by the courts in 1981, and, of course, the state has made it very clear they fully intend to see to it that the university system complies with that edict, and thanks to the involvement of Senator Martin and Representative Gillis and members of the Black

Caucus, we have been—and when I say we, we of black campuses have been very fortunate in our ability to get the dollars necessary to enhance our catch-up policy—that is what it is, our catch-up policy relative to capital expenditures.

Mr. **Owens**. Thank you. Mr. Ostergard, I wanted to ask a question I should have asked of President Payton before he left, to what degree can partnership programs of the kind that you have at Tuskegee, and the kind that you have at other places, a number of colleges and junior colleges, and I would like to see them all involved in partnerships with educating black youngsters in the various school districts in New York City.

To what degree is your Foundation involved in finding ways to replicate and duplicate the programs and what kinds of patterns have you come up with or are proposing to come up with that might be useful in general in terms of pursuing success; when you put together packages with mentors, extra money for equipment, arrange for Time Magazine to go to homes of youngsters, etc., that all costs something. Is it unrealistic to think that we can replicate it elsewhere, or can it be replicated elsewhere, or should we not recognize that it is going to have to be replicated? We have got to pay the price for it, whatever it is.

Mr. **Ostergard**. Yes, in the government, most of the programs are replicated, and I think that is a good role for the government. I think we are reasoned to be in the private sector as kind of the guardee end of that, and that is to help to develop some of these programs that have worked out.

Based on the success that we have had in the school in East Harlem that I talked about and the goals we have set and, as you know, we are in the process of making alliances. We put a film out just recently to all communities in the country. We are teaching this class, as I just mentioned, and there is a volunteer group of employees at G.E. and we put the challenge out and we said please go into your local public schools, particularly those with the poorer schools, find out how you can involve yourselves personally one on one with youngsters, working with the principals and so forth. We will back you up with the money you need to do the kinds of things that you want to do. We want to leverage a relatively small amount of money to bear ultimately on the side of quality.

We have had an incredible response to that. We have got thirty in already. We have approved all of them. They have transposed to creativity groups. In one community, Louisville, they are working on a parenting program. How can parents be drawn more into schools? How can parents create a home atmosphere that is more excited about learning, and so forth. These programs range all across the board.

When I am with my counterparts at the other Foundations, we talk about these, we share the information.

The linkages with universities are critical because universities are the first users of the youngsters coming out of our local schools and they are in the best position to be interfacing with public schools and saying this is what we expect of the youngsters that we are receiving from your schools. I am very encouraged, I have to say, based on some of these bold experiments that I am aware of, and the success that has been going on, all different kinds of approaches being tried. We have one we are trying where the private and public consortium is paying youngsters for their A's and B's. They give credits and then some of the universities have said we will double those and triple those for the youngsters coming from these schools. There is just all kinds. I don't know whether it is going to work or not.

Mr. **Owens**. One problem is, I can go back thirty years and pull out a shelf of exceptionally successful programs that have worked in the New York City School System and other school systems around the country, successful programs, and we don't know where they went. They never got replicated, you know, they just got lost and that is where I would like to have your help.

Mr. **Ostergard**. The trouble with the public school system, the toughest part of that in public education is, as you know, there is 16,000 school districts around the country, and are really involved in all kinds of management structure and the innovations will have to come. While we can send information about role models and talk with parents and the government can at times put some funding money behind it, the real changes have to occur at the local level, and it is frustrating I know to the federal government in trying to come from the other direction down and bring some changes about in these 16,000 districts.

Mr. **Owens**. Thank you very much.

Mr. **Williams**. Thank you, gentlemen. We appreciate your assistance with us here today. Thank you very much.

[Applause.]

Mr. **Williams**. Next, Panel III, Dr. Speller, Dr. Marbury, Dr. Scott and Dr. Walker, if you would join us, please?

Dr. Benjamin Speller is Dean, Library and Information Services, North Carolina Central University. Dr. Speller, please proceed.

STATEMENTS OF DR. BENJAMIN SPELLER, DEAN, LIBRARY AND INFORMATION SERVICES, NORTH CAROLINA CENTRAL UNIVERSITY, DURHAM, NC; DR. CARL H. MARBURY, INTERIM PRESIDENT, ALABAMA A&M UNIVERSITY, HUNTSVILLE, AL; DR. GLORIA D.R. SCOTT, PRESIDENT, BENNETT COLLEGE, GREENSBORO, NC; AND DR. CHARLES A. WALKER, CHANCELLOR, UNIVERSITY OF ARKANSAS, PINE BLUFF, AR

Mr. **Speller**. I am Benjamin F. Speller, Jr., Dean of the School of Library and Information Sciences here at North Carolina Central University. I have worked in higher education, primarily at traditionally black institutions for twenty-seven years. I have been a librarian, a researcher evaluation and planning officer, a grants administration, with general supervision of federal grants, and a professor of library and information sciences.

I have served in a number of leadership positions in state, regional, and national library associations, and in research, evaluation, and planning associations. I am currently President-Elect of the North Carolina Association for Institutional Research.

I do want to express at this time my appreciation for the Congressional support that librarians have received and urge you to continue to provide the funds that do make a significant difference in institutions of higher education.

Today, I will divide my time between the benefits that libraries in traditionally black colleges and universities have received from the Higher Education Act and the needs that future funding should address. I will specifically refer to the Higher Education Act, Titles II-A, B, C, and D, and to Title III.

Title II, College and Research Library Assistance and Library Training and Research. Title II-A funds for college library resources over the years have been considered by some to be too small to be worthwhile, but this is not true according to a recent report. Book holdings in four-year traditionally black institutions were found to have similar numbers of book volumes per full-time equivalent students when compared to white colleges in the traditionally black institution states, and of course, North Carolina is one of those states.

The Title II-A grants appear to have had a definite positive impact on collection development in traditionally black institutions. The continued funding of Title II-A is needed because of inflationary trends and the need to strengthen cooperation among institutions of higher education, especially between black colleges and other institutions to insure expansion and enhancement of library and information resources available to students and faculty. I also support the establishment of a need factor as one of the criteria for awarding grants to all applicants, regardless of size or need. This would be especially helpful to those institutions which, for reason of location or limited finances, most often lack library and information resources.

Title II-B is the next program that I want to discuss which authorizes three programs—College Library training, research, and development.

Title II-B training funds have made it possible to have a creditable number of black and other minority students in certain library schools. The two programs that have traditionally educated the largest number of black librarians are located at Atlanta University in Georgia and North Carolina Central University here in Durham.

I will point out that the Atlanta University is the oldest school and has been accredited by the National Corporation since the forties and probably has had the most significant impact on black library development in the country.

North Carolina Central University is the only traditionally supported—the only institution in the traditionally black institutions with a pool of library information provided and thus has the largest enrollment and probably the largest or highest regrowth pool rate at this time.

This program, for example, also has an accredited law school and we have ourselves just recently established a joint MLS juris-document program to prepare law libraries and legal information separately, and we think that this will have a significant impact on the country in this endeavor.

Now, getting back to Title II-B fellowships. The Title II-B fellowships have made a significant difference in the number of black students enrolled in these two schools. Our statistical data on

North Carolina Central University I will present to demonstrate this state of affairs.

In 1978-79, North Carolina Central University received five fellowships. At that time, this allowed North Carolina Central University to maintain a black enrollment of 58 percent. Of course, the other enrollment are to be of predominant population white. The signal in our society of essentially white, what we call the Northern Texas Plan, allows them to come to North Carolina Central and they have taken advantage of this and are well pleased.

By 1987-88, the enrollment has dropped corresponding to the number of fellowships. We now have one Title II-B fellowship and we now have 31 percent enrolled black, so we do feel the need for funding from the federal government to support financial aid at the graduate level for all minorities.

Job opportunities for minorities, especially blacks in libraries, have remained high even during employment slumps. The request for black library applicants has continued to increase, but lack of funds to support graduate study appears to be a major factor in low enrollment of blacks in library schools.

The lack of black librarians has been magnified by the need for them to replace retiring professional personnel in the traditional black private institutions. This is very, very critical. Some of these institutions do not have a qualified librarian or have trouble finding them.

Title II-B, Research and Demonstration and Title II-B, Special Purpose Grants, no black institutions have received funds from these programs.

Now, we did have a question and I will digress from my testimony here, to bring out the fact that because of the definition that we have for institutions, like we have research institutions, or comprehensive institutions, and so forth, it is generally difficult for black institutions in these grant areas because we have to meet certain requirements. The only institution, for example, that is a member of the Association of Research Libraries is Howard University, Washington, DC. It will probably come next year if we can get enrollment up and we can get in that category. When you get a low category, you are allowed to apply for certain types of funds and go out for certain types of initiative that you cannot do it unless you are in those categories.

Title II-C authorizes the Strengthening Research Resources program which provides special grants for this purpose.

No traditionally black institutions have received funds from this program. Black institutions have, however, benefited from products that have resulted from grants to research libraries which have contributed to both the design or online information systems and creation of well over one million library records. Black librarians are allowed to share the cataloging records of these institutions and to learn quickly through communication networks the location of needed information.

Title II-D, College Library Technology and Cooperation grants, is a new program. The goals are to meet the emerging needs for technological equipment and software and to encourage resource sharing.

Black colleges are in critical need of funding from this program because they have been unable to keep up with rapid technological changes in library science and improve the quality of their library collections in face of the high costs of books, periodicals and equipment. There is a need for continuing education and improved training in library science in black college libraries because staffs have not been able to develop and maintain competencies in the use of these new technologies.

Many of the traditionally black colleges are not participating effectively in state, local and national library networks because of a lack of adequate equipment and training.

Title III, Institutional Aid—Title III was completely rewritten in the Education Amendment of 1980. It is now the largest discretionary grant program in the Higher Education Act. Black college libraries that have been able to get into their camp priority and receive funds have used funds in most instances to improve the organization and access to their own library resources as well as for improved access to external information. For example, North Carolina Central University will have used by July 1, 1989 four hundred and fifteen thousand dollars to reclassify its book collection from Dewey to the Library of Congress classification while, at the same time, developing its bibliographical data base in machine readable format. This will allow students and faculty to access this data base through use of a computer-based online system. The library will also be able to improve its management operations. These funds have enhanced North Carolina Central University's efforts to install an integrated library automated system which will eventually allow librarians to monitor resources from the time that any new items are requested through acquisition, processing, and circulation.

The major benefit to North Carolina Central University, as well as other libraries in black colleges that have used funds for these kinds of projects, will be the ability to participate in local, state, and national library networks. This will be the major future need for all traditionally black colleges because self-sufficiency will no longer be defined as having all that is needed to support information and research in the library. Adequate access and an adequate document delivery system will be the major criteria for defining self-sufficiency in the future.

Black college libraries must prepare themselves for this new form of resource sharing. Federal library program funding will be needed to make sure that black college libraries are not faced with a new kind of inequity in access to information needed to support educational programs offered by their parent organizations. Federal funding to support the resolution of the need for adequate resources to access external information systems is one of the two major priorities for black college libraries.

I would like to end by stating two major needs for black college libraries and librarianship in general. Number one, there is a really serious need for black librarians, library school teachers, and researchers. The current supply will not even replace those that are retiring. The lack of financial aid for black graduate students at the master's and doctoral levels makes it almost impossible to attract qualified applicants for master's and doctoral programs, and number two, black college libraries are in desperate need of resources that will allow their effective participation in state, regional, and national library networks. Sufficient federal funding should be provided to assist the traditional black colleges in this important educational endeavor.

Thank you for this opportunity to participate in the hearing to support all of these important programs which undergird the educational and informational needs of traditionally black colleges and universities.

[The prepared statement of Dr. Benjamin F. Speller, Jr., follows:]

STATEMENT OF BENJAMIN F. SPELLER, JR., DEAN, SCHOOL OF LIBRARY AND INFORMATION SCIENCES, NORTH CAROLINA CENTRAL UNIVERSITY, DURHAM, NC

I am Benjamin F. Speller, Jr., Dean of the School of Library and Information Sciences at North Carolina Central University in Durham. I have worked in higher education, primarily at mostly traditionally black institutions for twenty-seven years. I have been a librarian, a researcher evaluation and planning officer, a grants administrator (with general supervision of federal grants), and a professor of library and information sciences. I have served in a number of leadership positions in state, regional, and national library associations, and in research, evaluation, and planning associations. I am currently President-Elect of the North Carolina Association for Institutinal Research.

I do want to express appreciation for the Congressional support that librarians have received and urge you to continue to provide the funds that do make a significant difference in institutions of higher education. Today, I will divide my time between the benefits that libraries in traditionally black colleges and universities have received from the Higher Education Act and the needs that future funding should address. I will specifically refer to the Higher Education Act, Titles II-A, -B, -C, and -D, and to Title III.

TITLE II: COLLEGE AND RESEARCH LIBRARY ASSISTANCE AND LIBRARY TRAINING AND RESEARCH

Title II-A authorizes a program of college library resource development grants for acquiring books, periodicals and other library materials, and for creating and maintaining networks for sharing library resources among higher eduation institutions.

Title II-A funds for college library resources over the years have been considered by some to be too small to be worthwhile, but this is not true according to a recent report. Book holdings in four-year traditionaly black institutions were found to have similar numbers of book volumes per full-time equivalent students when compared to white colleges in the traditionally black institution states.[1] The Title II-A grants appear to have had a definite positive impact on collection development in traditionally black institutions.

The continued funding of Title II-A is needed because of inflationary trends and the need to strengthen cooperation among institutions of higher education, especially between black colleges and other institutions to insure expansion and enhancement of library and information resources available to students and faculty. I also support the establishment of a need factor as one of the criteria for awarding grants to all applicants, regardless of size or need. This would be especially helpful to those institutions which, for reason of location or limited finances, most often lack library and information resources.

Title II-B authorizes three programs: college library training, research, and development.

The College Library Career Training program provides fellowships and traineeships in librarianship.

The College Library Research and Demonstrations program provides grants, and project contracts to improve libraries, training in librarianship, information technology, and the dissemination of project information.

And the College Library Special Purpose Grants program is designed to meet special national or regional needs in library of information science.

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[1] "The Traditionally Black Institutions of Higher Education: Their Development and Status, 1860 to 1982. Historical Report." National Center for Education Statistics (Ed.) Washington, D.C., March 1985, [p. 9]

Title II-B Training funds have made it possible to have a creditable number of black and other minority students in certain library schools. The two programs that have traditionally educated the largest number of black librarians are located at Atlanta University and North Carolina Central University. The Title II-B fellowships have made a significant difference in the number of black students enrolled in these two schools. Statistical data on North Carolina Central University are presented to demonstrate the impact that these fellowships have had on enrollment of black library school students at this institution.

NORTH CAROLINA CENTRAL UNIVERSITY: NUMBER OF TITLE II-B FELLOWSHIPS; PERCENTAGE OF BLACK ENROLLMENT

Year	Number of fellowships	Percent of black student enrollment
1978-79	5	58
1979-80	2	55
1980-81	2	49
1981-82	3	49
1982-83	2	45
1983-84	2	48
1984-85	2	51
1985-86	2	49
1986-87	1	37
1987-88	1	31

Job opportunities for minorities, especially blacks in libraries, have remained high even during employment slumps. The request for black library applicants has continued to increase, but lack of funds to support graduate study appears to be a major factor in low enrollment of blacks in library schools.

The lack of black librarians has been magnified by the need for them to replace retiring professional personnel in the traditional black private institutions.

Title II-B Research and Demonstration: No black institutions have received funds from this program.

Title II-B—Special Purpose Grants: No black institutions have received funds from this program. This program has been eliminated.

Title II-C authorizes the Strengthening Research Resources program which provides special grants for this purpose.

No traditionally black institutions have received funds from this program. Black institutions have, however, benefited from products that have resulted from grants to research libraries which have contributed to both the design of online systems and creation of well over one-million library records. Black librarians are allowed to share the cataloging records of these institutions and to learn quickly through communication networks the location of needed information.

Title II-D, College Library Technology and Cooperation Grants, is a new program. The goals are to meet the emerging needs for technological equipment and software and to encourage resource sharing. Black colleges are in critical need of funding from this program because they have been unable to keep up with rapid technological changes in library science and improve the quality of their library collections in face of the high costs of books, periodicals, and equipment. There is need for continuing education and improved training in library science in black college libraries because staffs have not been able to develop and maintain competencies in the use of these new technologies.

Many of the traditionally black colleges are not participating effectively in state, local and national library networks because of a lack of adequate equipment and training.

TITLE III: INSTITUTIONAL AID

Title III was completely re-written in the Education Amendments of 1980. It is now the largest discretionary grant program in the Higher Education Act and the only one that provides direct institutional assistance to eligible colleges and universities. It authorizes three separate programs: Strengthening Institutions (Part A), Aid to Institutions with Special Needs (Part B), and Challenge Grants (Part C). The three programs differ in their criteria for institutional eligibility and duration of their grants. I will specifically refer to part A.

Title III A, Strengthening Institutions Grants, is authorized to improve the academic quality, institutional management, and fiscal stability of eligible institutions in order to increase their self-sufficiency and strengthen their capacity to make a contribution to the country's higher education resources. Eligible institutions are those with extreme financial situations, little or no endowment, a high student/faculty ratio, a substantial percentage of students on federal need-based aid, limited library resources, poor physical facilities, a low percentage of faculty with doctorates, inadequate development offices, limited capacity for long-range planning, and poor or inadequate fiscal management and accounting procedures.

Black college libraries have used funds in most instances to improve the organization and access to their own library resources as well as for improved access to external information. For example, North Carolina Central University will have used by July 1, 1989, $415,000 to reclassify its book collection from Dewey to the Library of Congress classification while, at the same time, developing its bibliographical database in machine readable format. This will allow students and faculty to access this data through use of an online system. The library will also be able to improve its management operations. These funds have enhanced North Carolina Central University's efforts to install an integrated library automaton system which will eventually allow librarians to monitor resources from the time that any new items are requested through acquisition, processing, and circulation.

The major benefit to North Carolina Central University as well as other libraries in black colleges that have used funds for these kinds of projects will be the ability to participate in local, state, and national library networks. This will be the major future need for all traditionally black colleges because self-sufficiency will no longer be defined as having all that is needed to support information and research in the library. Adequate access and an adequate document delivery system will be the major criteria for defining self-sufficiency in the future.

Black college libraries must prepare themselves for this new form of resource sharing. Federal library program funding will be needed to make sure that black college libraries are not faced with a new kind of inequity in access to information needed to support educational programs offered by their parent organizations. Federal funding to support the resolution of the need for adequate resources to access external information systems is one of the two major priorities for black college libraries.

FUTURE NEEDS

I would like to end by stating two major needs for black college libraries and librarianship in general.

1. There is a really serious need for black librarians, library school teachers, and researchers. The current supply will not even replace those that are retiring. The lack of financial aid for black graduate students at the master's and doctoral levels makes it almost impossible to attract qualified applicants for master's and doctoral programs. The current amount of federal funding under Title II-B, Training Program, needs to be increased to at least the 1965-66 level.

2. Black college libraries are in desperate need of resources that will allow their effective participation in state, regional and national library networks. Sufficient federal funding should be provided to assist in the traditional black colleges in this important educational endeavor.

Thank you for this opportunity to participate in the hearing to support all of these important programs which undergird the educational and informational needs of traditionally black colleges and universities.

SUGGESTED READINGS

Josey, E.J. "The Future of the Black College Library" *Library Journal*. 94 (September 15, 1969): 3019-3022.

Molholt, Pat. "Library Networking: The Interface of Ideas and Actions." U.S. Department of Education. June, 1988.

Roberts, Michael M. "Campus Networking Strategies: An Introduction." *Educom Bulletin*. 23 (Spring 1988): 13-19.

Walgren, Douglas. "Towards a Higher Education Network." *Educom Bulletin* 23 (Summer/Fall 1988): 8-10.

Mr. **Williams**. Thank you. Mr. Marbury is the President of Alabama A&M University at Huntsville.

Mr. Marbury. Thank you, Mr. Chairman, and to this illustrious subcommittee and Congressman Owens, I want to commend this subcommittee for being for being visionaries in seeking ways to strengthen partnerships between HBCU's and the various federal agencies. It is only through deliberative processes, including today's forum, that we can all understand past achievements, the value of these achievements to our society and make substantive plans to further enhance the capability of HBCU's in meeting future demands of a changing society.

Mr. Chairman and to this panel, you will have my printed statement in the record and so it will be sufficient only that I be brief to mention three specific items that I think are salient for my presentation today.

First of all, the question how has the universities received its tools, its funds, that it has received all of these many years and, Congressman Williams, there was a statement about, a rhetorical statement, on the use of the word investment. Was it a good investment?

Now, I think from your statements and all of the statements that were made today that the answer to that would be a resounding yes. The federal involvement in funding education has been a long and illustrious one going back to an Ordinance in 1887 with Thomas Jefferson and James Madison, they insisted from the very outset that there was a federal role in the education of its citizens, and all of us know about the Morrill Act of 1862. There has never been legislation in any other country in the world quite like the Morrill Act of 1862, even though it was drafted and the southern states left the black out, except for three states, Mississippi, Kentucky and South Carolina, and my own state of Alabama reluctantly approved the 1890 to Alabama A&M and they proceeded to give two-thirds to Auburn, even though legislation was primarily for the 1890 historically black institutions that had been left out of legislation, but, nevertheless, I still celebrate the first ordinance and, indeed, the second, but in spite of the pressures of the second, the federal government through legislation asked the states to do something about its black citizens, and a few states reversed the decision but our state didn't and it was the 1960's after the GI Bill and the Korean War and the legislation passed under President Johnson and then in 1970, the great legislation that really for the first time started to do something about the 1890 institutions.

Now up until 1972 and 1977, the 1890 institutions was just recognized in name only. But because of outstanding leadership, Mississippi and others sought to correct that, the leadership of President Morrison who was President of Alabama A&M at the time, and others, the 1890, because of that, the mistakes that were made in the 1890 now is corrected, so 1890 institutions now have funds for research and extension.

Few of us realize that for all of those years how the sixteen institutions and Tuskegee were cheated out of many federal dollars. They all did the best that they could. They made bricks out of straw, like I came to Alabama A&M in 1957 in Agriculture but I don't feel cheated because I think they took what they had and made the best out of it. They still had a vision and hope, and what is that vision and hope today? How has it changed?

Well, now, when I was a student at Alabama A&M back in the fifties, it was a good institution, a fine institution with 900 students. Today, it is an institution of 4,200 students, over 300 faculty, a program in over 80 areas, 56 masters programs and two doctoral programs. In fact, because of several fundings, Alabama A&M has these two doctoral programs. We developed and talked to the State of Alabama and said if we are going to do something about our finances and come up with action plans in mathematics, then Alabama A&M wants to play a role in the future. You are not going to categorize us and put us at the bottom of the heap, we think we must play a leading role and so we got busy, which most of us do if we are going to get what we want, and made reservations to establish two doctorates and one of those doctorates which drives our science program and a commitment to do something about the number of blacks in the sciences and mathematics. We are going to have to do something about it and we are going to get the help of the state and we are going to get the help of the federal government.

Because of the help from the federal government, we now have, and approved by the Alabama Commission on Higher Education, a doctorate, a Ph.D in Science, in Solar Science, the only one of its kind in an 1890 institution. Because of the federal funding also, we now have a doctorate in Applied Physics. In fact, Alabama has the largest Physics program of any historically black university in the country, driven by this Ph.D., and we are a major element in the sciences, and because now, the federal government, because of Title 3 and other funding, the National Science Foundation, we have been able to catch up, but still the State of Alabama is not doing what it is supposed to do.

Now, I want to say today that that is one of the things that we are hoping that can be done in some of this legislation. For example, in 1970 it was good that Congress passed the Agricultural Improvement which allowed Alabama A&M and other sixteen 1890 institutions to participate and get funding through the Texas Grant for Research and for extension but the one thing that was left out of it was a provision that the State of Alabama along with the other southern states would match those funds as they do, of course, now for—with Auburn University.

It is very likely that the State of Alabama would dollar for dollar match it, but we think now that that is changing and so we are making a greater effort in citing our funding, funding that we are getting from the federal government, to try to get the legislature of Alabama to redeem its responsibility to the Black Land Grant and for extension, and also Tuskegee, which is also a state related institution.

Now I could say more about all of the things that we have as a result of state, national, defense, DOE certified where we are trying to make our way in an addendum for the passage of a five percent set aside, we don't know what the other institutions are going to do, but we contend that Alabama A&M to maximize our extension in that golden opportunity of participating in the defense of the country.

Well, in closing, I would ask what do each of us need to do in the future to develop the legislation?

Number one, additional funding is needed to strengthen libraries. Chancellor Fort talked about a sixteen million dollar library for North Carolina A&T. I have visited most of the historically black colleges and universities as President and I can tell you many of them are still in an awful condition, including Alabama A&M, but we are going to find a way to do something about it. We are not going to sit here complaining about what we don't have, we are going to find a way to try to work with the body of politics in the State of Alabama and, of course, as it relates to the federal, to make sure that we do something about our library, because now we have two Ph.D degrees in our library institution, so that is one of the things to keep in mind, more funding—that funding was excellent, we have got to do more.

Two, support is needed for graduate fellowships and assistantships to encourage a greater number of minority students to complete graduate and professional programs at HBCU's and probably something that could go all the way down to the early grade level and come right on to the HBCU with the idea of going on and getting a Ph.D degree. I think that it is ominous and awesome that we have fewer black Ph.D's right here in all fields, but worst of all in the sciences and mathematics and computers. Now something has to be done about that, and we can't put the blame on the feds or on the state. I think the historically black colleges and universities have got to come up some creative ideas for networks and what will accomplish it, and most of all working with these early dreams, cooperating with teachers that have been trained and is trained much earlier.

Three, increased support is needed to encourage currently employed faculty to pursue doctoral studies in all areas.

Four, the federal government could do more in funding partnerships, consortium and inter-institutional cooperation. Now, A&M will never be, we don't have a vision of being a big interest, but we must be a great one, we must be an outstanding one, and in all of these other areas that would be to the advantage of historically black colleges and universities, we have got to find ways to work with the University of Alabama, Auburn, Purdue, and Nebraska, and we are doing that. We can't do it all, we are not going to be, become a research university in terms of free science, but we can provide successful role models for future minority students and be more responsive to accreditation issues and future research needs.

Four, funding is needed to establish research centers, facilities and equipment, that will serve in fostering linkages with the private sector, as we heard earlier.

Fifth, special funding is needed to upgrade facilities and replace outdated equipment, particularly computers and other electronic equipment which supports instruction and research, and every institution, whether it is black or white, if it doesn't have a plan for computerizing or automating its future is already out of date.

Sixth, additional support is needed immediately to strengthen teacher education programs. Fewer and fewer blacks are going into teaching. That is ominous when you say that by the year 2000, thirty percent of the students attending will be minorities. We have got to make sure that we have in the pipeline more and more black teachers in minorities.

And last of all, one of the things that I think that could help, and this is where Title III has been so important. I found it so when I was Vice President of Stillman College, that with Title III and with funding from the Kellogg Foundation, that is the private sector, we played a role in developing a strategic plan for Stillman College that was so successful that in five years Stillman's endowment went from one million dollars to twelve million dollars today, and I believe that incentive or challenge grants that will make it possible for historically black colleges and universities to engage in true authentic strategic planning would be one of the greatest things you could do.

We must come to grips with the reality of the internal and the external. Thank you very much.

[The prepared statement of Carl Harris Marbury follows:]

TESTIMONY OF CARL HARRIS MARBURY, PRESIDENT, ALABAMA A&M UNIVERSITY, NORMAL, AL

I am honored to have been invited to participate in the hearing sponsored to review the unique role and mission of our nation's Historically Black Colleges and Universities (HBCU's). I am honored also to join colleagues in describing significant achievements among the HBCU's. I deeply appreciate the attention being given by this distinguished subcommittee to recognize the past accomplishments of our institutions as we advance programs of excellence in instruction, research and public service.

I commend members of this sub-committee for being visionaries in seeking ways to strengthen partnerships between HBCU's and the various federal agencies. It is only through deliberative processes, including today's forum, that we can all understand past achievements, the value of these achievements to our society and make substantive plans to further enhance the capability of HBCU's in meeting future demands of a changing society,

As President of a Land Grant University, I recognize the unique federal/state relationship that was established under the First Morrill Act passed by the U.S. Congress in 1862. While the initial interpretation by the southern states was limited and exclusive, Congress has helped to overcome these inequities by providing permanent legislation and annual funding to assist the 1890 Land Grant Universities and Tuskegee University. This relationship might be a useful model for other federal agencies to use in building stronger institutions through a programmatic process, whereby funding can be used to develop new and innovative programs and centers of excellence which are recognized nationally and internationally. I am confident that such a strategy will produce the same benefits now recognized in our programs in the food and agricultural sciences.

As I stand before you today, I am certain that you are aware of the need for stronger partnerships between the federal agencies and HBCU's. Our institutions have been good stewards of past investments through institutional development funds under Title III; research and development funds available through competitive and non-competitive grants and contracts; and other set-aside programs for minority institutions to take advantage of the intent of Executive Order 12320. While these past opportunities have been most useful, it is important for us to look at the future and new opportunities to further strengthen programs in education, research and public service with federal institutional assistance.

Before I can convince you to support new programs, I would like to let you know how Alabama A&M University has taken advantage of past federal funding to build strong programs, as well as enhance and expand facilities and equipment. With funding from the U.S. Department of Agriculture, we have developed strong research programs in Food Science and Animal Industries, Plant and Soil Science, and Remote Sensing. We have the only graduate program in Food Science in Alabama. This program also has national accreditation by the Institute of Food Technologists.

Based on the research efforts of our faculty and the strength of our curriculum, the Alabama Commission on Higher Education recently granted approval for a new Ph.D. program in Plant and Soil Science. Without support from USDA, competitive grants and contracts from other federal agencies, and the dedicated effort of our faculty, this achievement would not have been possible. We now have the only Ph.D. program among the 1890 institutions in an agricultural disicpline. Using state and federal funding, we recently purchased over 900 acres of land to develop a research farm approximately eight miles north of our main campus. The first two buildings were recently completed to initiate one of the most comprehensive research programs in North Alabama. In addition to general support from USDA, a substantial Memorandum of Understanding has been signed with the U.S. Forest Service. This agreement will have senior scientists from the Forest Service stationed at Alabama A&M University to support a major effort in biogenetics. Students and faculty will benefit in a significant way from these initiatives.

The University is also proud to be recognized as a Center for Remote Sensing and have state-of-the-art facilities to support research in this area. Competitive funding has been received from NASA, NSF and USDA to create a unique program among HBCU's. Not only are we unique among HBCU's, but one of the leading institutions in the southeastern United States. Faculty and students are using computers and satellites to develop geographic information systems for resource management and image processing of remotely sensed data.

In our School of Arts and Sciences, we are one of two HBCU's offering a Ph.D. in Physics. The program is unique in that it offers students an opportunity to complete a specialized degree program that emphasizes optics or material science. It is significant to note that scientists from the Alabama A&M University Department of Physics had the only experiment on the Space Lab 3 shuttle flown by NASA. Our faculty will also have an experiment on board the next research shuttle whenever it is scheduled to fly. The physics program also benefits from the Experimental Program to Stimulate Cooperative Research (EPSCoR) funded by the National Science Foundation.

State and federal funding also permits faculty in physics to conduct basic research in the areas of materials science. Alabama A&M University is the only HBCU with involvement in this unique program. We are involved also in a NASA funded program which establishes a Center for Commercial Development of Space (CCDS). Through this program a partnership has been established to bring together the best national talent to conduct basic research and seek commercial applications to benefit the nation's economy. This partnership brings together talent from NASA, eleven Universities, and several public sector corporations. Without significant support from NASA and the Lawrence Livermore National Laboratory, achievements noted in those department would not have been possible.

In giving these examples, I don't want members of this important sub-committee to think that all of our needs have been met. I do want you to recognize that there are still other areas of need that must benefit from future HBCU/fedeal partnerships.

1. Additional funding is needed to strengthen libraries, commensurate with the expectations of growing graduate and research programs. A review of budgets reveals that only one percent of the funding available under strengthening library programs is available to HBCU's. Substantial funding is needed to improve acquistions and develop much needed automation projects.

2. Support is needed for graduate fellowships and assistantships to encourage a greater number of minority students to complete graduate and professional programs at HBCU's. While our programs are outstanding, many of our best students are recruited away because of the availability of more lucrative offers by major universities. The Patricia Roberts Harris Fellowship Program and the USDA Special Needs Fellowship Programs have been most helpful in resolving this problem, but additional funding is needed.

In 1986, the National Research Council report entitled "Doctoral Recipients from United States Universities" revealed that of the 22,984 doctorates awarded in all fields to U.S. citizens, only 820 were awarded to Blacks. In the life sciences, 64 of 4,342 doctorates were awarded to Blacks, while 25 of 3,003 doctorates were awarded to Blacks in the physical sciences. By contrast, the number of doctorates awarded to Black women in 1986 was 499, more than 15 percent higher than in 1977. Black women now earn more than 60 percent of all doctorates awarded to Blacks in the U.S.

3. Increased support is needed to encourage currently employed faculty to pursue doctoral study in all areas. This is essential to provide successful role models for future minority students and be more responsible to accreditation issues and futures research needs.

4. Funding is needed to establish research centers (facilities and equipment) that will serve in fostering linkages with the private sector. Private sector funding is normally not available to support developing programs. As research expertise is developed and experienced faculty are more available among HBCU's, it will become easier to attract alternative funding. Magnet centers and research parks are becom-

ing an important addition to research universities. An expanded HBCU/federal partnership will provide similar opportunities in the future among our institutions. Federal agencies should receive incentive funding to facilitate the growth of unique research centers among HBCU's.

5. Special funding is needed to upgrade facilities and replace outdated equipment, particularly computers and other electronic equipment which supports instruction and research. Our students must be exposed to new innovations if they are to become future scientists and leaders for the year 2000 and beyond.

6. Additional support is needed immediately to strengthen teacher education programs such that tomorrow's young minds can understand the importance of teaching and learning, particularly in the area of math and science education. Somehow the teaching profession has lost its glamour, despite the importance of teaching and learning in the early years. Investments among HBCU's is important because our strength throughout our history has been in the area of teacher preparation. Help at this time will initiate innovations important to our future survival.

Education cannot be effective unless opportunity is provided for each citizen to participate fully in the educational process. In a 1979 report by the National Advisory Committee on Black Higher Education and Black Colleges and Universities, Dr. Elias Blake stated that HBCU's have served as facilitators for equal educational opportunity in the past and continue that role today. They continue as insurance against barriers which restrict full opportunity and attainment while contributing to the rich fabric of American higher education.

Despite the obstacles faced by HBCU's there is an outstanding record of accomplishment. A decade ago, HBCU's awarded 37 percent of the baccalaureate degrees received by Blacks; 24 percent of their graduates attended graduate and professional schools; a large proportion of the Black leadership in this country (elected officials, military officers, and other professionals) attended Black Colleges. Despite the past achievements, the recent report of the Commission on Minority Participation in Education and American Life indicates that America is moving backward—not foward—in its efforts to achieve the full participation of minority citizens in education, employment, income, health, longevity and other basic measures of individual and social well-being. The report suggests that if these disparities continue, the U.S. will inevitable suffer a compromised quality of life and a lower standard of living.

As leaders, we know of the significant role that HBCU's have played in providing equal educational access, and will continue in preparing future minority leaders as teachers, scientists and professionals. Even today when desegregation and affirmative action in higher education have expanded options of accessibility and attainment for Blacks, HBCU's are holding strong as bulwarks of access to and attainment for Blacks in higher education. We must continue to develop new relationships and establish new programs in our partnership with federal agencies to make certain that this leadership role continues.

As I conclude, I would like to make reference to an article that appears in the most recent issue of *U.S. News.* It is entitled "Welcome to Silcon Gulch." The summary reads "After a Texas-sized bust, the Lone Star State's economy is showing a little bounce again. Instead of oil derricks, it's high-tech spinoffs from Texan universities and research labs that offer the best hope for a prosperous future." The article further states that "for enterprising academics, assitance for schools often spells the difference between success and failure. Having access to libraries, laboratories, and even coping machines and telephones saves start-up costs".

Using this as an example, the HBCU/federal partnership must be enhanced not only to strengthen our colleges and universities, but to strengthen our nation's economy by preparing competent minority professional for the future. History has shown that federal initiatives have been the most significant and consistent mechanisms for assisting HBCU's. Let us together build upon a significant past record of achievement to help undergrid our and America's competitive strength.

Mr. WILLIAMS. Thank you. Dr. Scott is the President of Bennett College in Greensboro, North Carolina. Dr. Scott.

Dr. SCOTT. I am Gloria Dean Randle Scott, President of Bennett College, Greensboro, North Carolina. I am pleased to tell you I have twenty-seven years experience in teaching, administration and research in higher education institutions in the United States. I have had twenty-three years of continuous experience in historically black colleges, both public and private, three private and three public. These institutions have ranged in size from 627 to 8,000.

Chairman Williams, Congressman Owens, and distinguished other members of the higher education community assembled here today, I bring greetings from Bennett College and its academic community.

Bennett College is unique in that it is one of the two historically black colleges which serves black women in the United States. It is a small college with a student population of 627 students, has forty full-time faculty positions, and an alumni of more than 5,000. Bennett College is unique in that it is the only coeducational college of record, founded originally in 1873, to reorganize and deliberately plan to become a college for women, in 1926.

Bennett College has been a participant in the Higher Education Act, Title III Institutional Development Program since its inception in 1965. Our history is entwined with the history of specific institutional support by the federal government for historically black colleges and universities.

From 1966 to 1988, we have competed successfully to be awarded grants under the Title III programs, and have been highly productive with the utilization of these funds to create well educated women. Recently, however, we have been the victims of some of the kinds of things we are discussing here today. Successful competition which is thwarted by the recent enactment of the technical amendment which failed to protect the eleven colleges and universities holding Title III, Part A grants.

Bennett College, as a consequence, will be negatively affected in the scheme of federal funding and the orderly delivery of educational programs and fiscal improvement for overall institutional development.

There are direct correlations to the orderly development and implementation of excellence in programming and the infusion of federal funds to our colleges. For Bennett College and the other colleges under discussion, the federal participation, though far below the need, has been a critical source of funding. Specifically funding to HBCU's for physical plant maintenance and expansion, instructional and library facilities renovations and repair, and building of new buildings, has been extremely limited and, in some cases, nonexistent for over one and a half decades.

The federal involvement in higher education generally has been important since the early days of the Land Grant movement. The involvement for historically black colleges and universities in any significant way started with the second Morrill Act in 1892.

The enactment of the Higher Education Act in 1965 provided funding in the first serious manner for institutional support for black institutions. This funding was primarily from the Office of Education and still left other federal agencies participating at a very low or no level of funding for black colleges.

This has continued through 1988, with recent emphasis beginning with the Johnson/Kennedy administration and continuing to the Nixon administration through Executive Order for the funding of HBCU's. The primary source of funds has been from the Office of Education in the form of programmatic support. However, other agencies and the higher education facilities titles and the HUD thrust in the mid-seventies have generated other agency involvement.

When the Federal Interagency Committee on Education was organized, and requested to develop and submit a report on federal agency support to traditional black colleges for fiscal year 1969, a series of regular annual reporting on such involvement started.

The publication of the information has proven to be valuable to higher education agencies and to colleges and universities. The regular reporting over the years provided a clear path for funding from all federal agencies.

When we look at the past history, we find that the first report in 1969 provided clear evidence that all agencies other than education in HEW were definitely providing token funds. Total support to HBCU's was $122,124,000 as compared to $3,890,327,000 for white colleges. HBCU's were receiving three percent of the federal funds allocated by federal agencies to colleges and universities.

HUD made direct housing loans for college housing to three HBCU's as compared to 70 white colleges. The dollar value of the loans were $2.4 million to HBCU's and $67.7 million to white colleges. This represented the only significant money for facilities.

In fiscal year 1970 FICE Report, $11.1 million was allocated to historically black colleges and universities and $362 million to white colleges as plant funds. The fiscal 1971 report showed $20 million was allocated to historically black colleges and universities and $291 million was allocated to HWCU's as plant funds.

The Title III Institutional Development Program created by the 1965 Higher Education Act has been the most consistent funding source for institutional support for HBCU's since 1965. This title did not address support for plant funds for use in renovating or developing facilities. This program was developed to provide technical and developmental assistance to the HBCU's.

The original act required cooperative programs as the means for acquiring assistance. The total amount went to HBCU's as was intended by the Act. The Act was designed to assist HBCU's but Congress was uncomfortable with identifying race specific institutions, thus the door was opened for any college which could declare itself as developing to compete for the limited funds. As this happened, the Junior and Community Colleges began lobbying to get the definition broadened to include them and, therefore, became the primary competitors for the limited funds, when the original intent of the legislation was to provide assistance primarily to senior level institutions, definitely black institutions.

It has been impossible to acquire loans to improve campus facilities. Bennett College applied in 1987 for a $2.4 million dollar loan for renovations and repair, improvement and upgrade of the classroom and housing facilities. We were not awarded any funds. Among the projected $62 million and sixty projects to be funded, only three historically black colleges and universities were included. Public nor private HBCU's have ever been funded equitably to maintain, upgrade, renovate and repair their physical facilities.

In 1987, the Pew Charitable Trust invited twenty-five private HBCU's to submit proposals which included the option to address physical facilities. This marked the first time in over a decade that such had been proposed. As institutions expressed their needs, eighteen institutions indicated the new for new and/or renovated library facilities, ten expressed high priority needs for classroom facilities to be renovated and/or upgraded, twenty expressed need for new facilities which would be contemporary and enable the delivery of the curriculum through the support of technology now available for improved student learning and teacher delivery of instruction.

The realization that most of the private campuses were built more than one hundred years ago with considerable numbers of those buildings still standing, unable to handle the electrical load required for today's technology, or to provide adequate lighting for student and faculty work.

The average age of buildings on most of the HBCU's campuses is at least 62.5 years. If one separates public from private, the age increases for privates. The age alone is significant, but the fact that deferred maintenance has been practiced on most campuses reduces what should be elegant, well-constructed buildings of a bygone era when the construction was well done and materials were authentic, to inefficient, ineffective, unattractive places which are incapable of handling 1988 demands.

Heating systems are obsolete, causing high energy consumption and uneven distribution so that discomfort is often the rule rather than the exception.

Because of the one and a half to two decades of neglect, additional requirements for well lighted, well heated and cooled facilities which promote teaching, learning and research activities are such that a major program of rehabilitation is needed.

Our enrollment has increased, just as other HBCU's have increased. There are other students who could be admitted but substandard housing and substandard academic facilities mitigate against this.

Very few HBCU's received funds to help convert facilities to enable the delivery of education to handicapped students, for example.

In summary, the past benefits are rather dismal for involvement of the federal government in supporting physical facilities programs for HBCU's. The absence of continuity and consistency of funding support over the past two decades, even loan funds, had the impact of having a healthy wisdom tooth decay inside the gum before it erupts because no help can get to it. The federal response has been far too little.

Let me speak to future needs. I have submitted a list of eight items which pertain to the future needs for all institutions.

First, renovations and repairs, infrastructure repairs are needed greatly. Also, we need handicapped student access. There are very few black handicapped students enrolled in our colleges and universities because few of our institutions have access to facilities for handicapped students. Most of these students find that they are trapped to two year colleges without facilities to continue on and obtain a degree.

Second, the upgrade of present facilities, residence halls, living and learning facilities, academic buildings, upgrade of laboratory facilities, provide temperature controls that are reliable and non-damaging for academic materials.

Three, construction of new modern facilities, residence halls, diversified halls to support student activities, academic facilities with appropriate security.

Number four, instructional support facilities, laboratories, humanities, social sciences, sciences, classrooms with electronic supports. Technology support facilities, computer, audio, visual, video signal capabilities for production, transmission, utilization and distribution and satellite communications, telecourses across institutions world wide are very necessary.

Fifth, computer based supported library and archival facilities are needed greatly. A great amount of history of black Americans is lost or stolen or strayed to other facilities because our libraries do not have the capability for interaction.

Sixth, interactive communications facilities.

Seven, to insure that HBCU's are included in an equity manner in the proposed programs to renovate existing science and technology laboratories that if simply followed according to present facility locations will exclude HBCU's and go to HWCU's. The ability of the faculty to conduct developmental research as well as integrate the research into student learning depends on having science and technology laboratories. Graduate programs are especially in need of these developmental facility improvements.

And, eight, adequate new or renovated facilities to appropriately house the humanities and social and behavorial sciences.

In summary, in answer to the question, why should there be a special effort to respond to the need for physical plant, instructional and library facilities?

The production of high quality graduates is not unrelated to the nature and quality of the physical environment and the instructional, intellectual and library facilities and resources present for student use and for supporting and enhancing the teaching/learning/research equation. It is imperative that some intervention take place.

The majority of the HBCU's serve student populations which are heavily first generation college students. This also means that there is a pairing with low or low middle income students, for the fact that they are the first to attend college in their families in 1988 documents the economic link. One or two of these students scattered here and there certainly presents no special case impact on the systemic operations of a college or university. However, the concentrated high numbers has a disproportionately concentrated impact on the entire functioning of an institution which delivers educational service. It is manifested in the absence of funds to pay the entire bill of tuition and fees up front at registration, thereby creating cash flow problems for the institution and causing inability to plan for facilities maintenance and upgrade, because of these unreliable patterns of payment. A campus that must accommodate sixty percent or more of its students' inability to pay in an orderly manner has difficulty with substantial planning and realization of those plans as they relate to the physical plant.

We also find that the Pell process takes an average of three turnarounds before a clean Pell grant can be delivered to the institution for payment. This means that the institution is deprived of the use of the funds as needed. The items which most often get delayed tend to be those for the physical facilities.

Therefore, I have some recommendations that I hope will assist you. The first is that the library facilities of each HBCU not upgraded within the last seven years needs to be replaced through an appropriate program of a combination grant and loan program, such should be designed with a forgiveness of unpaid loan balance as the number of students retained and graduated increases.

Second, that a comprehensive program to bring facilities into the twenty-first century be undertaken at campuses which are serving large numbers of first generation college students, who in turn are dependent on federal aid.

Three, the college campuses be made accessible to the handicapped students.

Four, that a sheltered set-aside program be designed to accommodate the thrust for renovation, repair, upgrade and new construction.

Number five, that all agencies of the federal government which provide funds for research and subsequent scientific pursuit provide funds for upgrading laboratory facilities with grants and/or contracts to institutions.

Sixth, that the National Advisory Committee on Black Colleges and Universities be reauthorized and implemented as soon as possible. This committee should be charged with the continuing responsibility for progress and planning for HBCU's and higher education for black Americans. An appropriate secretariat should be included with adequate staffing and funding in order to do the work.

Seventh, with regard to FICE, I have a few other recommendations. One is that FICE be reactivated so that appropriate accurate date can be collected and reported for monitoring purposes.

Eight, that a sub-cabinet position be created to provide comprehensive staffing and administration for the programs designed to intervene in and upgrade the quality of education now being provided for black Americans through the HBCU's. This would provide comprehensive leadership for this initiative.

Nine, that IAP programs with experts in physical plant development and maintenance be developed to work with HBCU's a minimum of one year as an assessment period to help minority campuses.

Ten, that the federal agencies consider making gifts of surplus government buildings to HBCU's located in areas where such exists and that where feasible, satellite offices for federal agencies be located on HBCU campuses in much the same manner as some are located on HWCU campuses and have been for years.

And my last recommendation, that federal agencies seek to utilize the facilities of HBCU's for local meetings, workshops, training sessions and other short- or long-term projects.

Bennett College currently has a campus which is aging, the majority of the buildings are fifty years old or older. The structures are good and sound, however, deferred maintenance and lack of regular repairs have combined to produce need for major renovations, upgrades and repairs that must be implemented in the very near future. We believe that greater productivity and improved quality could be presented if the physical facilities were upgraded.

In closing, I would just say that we support the recommendations presented here today, for we know first-hand that loan money is unavailable for needed work. We strongly recommend that a new initiative for a broadened loan facilities program be designed and presented to the legislature to respond to the needs of the HBCU's. We would relish the idea of being a model test campus for the initiation of a comprehensive project. We are small enough and in good enough shape that we do not need start from rock bottom. We invite a partnership with the Department of Education and encourage the Subcommittee on Postsecondary Education to provide the mechanism through legislation to enable this to happen for our historically black colleges and universities. Thank you.

[The prepared statement of Dr. Gloria Dean Randle Scott follows:]

TESTIMONY OF GLORIA DEAN RANDLE SCOTT, PH.D., PRESIDENT OF BENNETT COLLEGE, GREENSBORO, NC

(Gloria Dean Randle Scott is a twenty seven year experienced veteran of teaching, administration and research in higher education institutions in the United States. She has had twenty three years of continuous experience in historically Black institutions in administrative and/or teaching positions. The teaching positions have been at the bacculaureate, masters and doctoral levels, having held the ranks of associate professor and professor, and having held tenure as professor. The administrative positions have ranged from Dean of Students to Director of Institutional Research and Planning, to Assistant to President to Vice President (COO), to President/CEO. Over the twenty seven year period, Dr. Scott has continuously been engaged in research in higher education, with a special focus on higher Education for Black Americans, and the status of women in higher education. She served on the Federal National Advisory Committee for Black Colleges and Universities and Black Higher Education as Vice Chair from 1976 to 1983. She served two years on leave from North Carolina A and T State University as Research Associate and then Director of the Post Secondary Education Unit at the National Institute of Education from 1973-1975. She probably represents the Senior Person on this panel with respect to longevity and participation in Historically Black Institutions. Her participation from 1965 to 1988, in continuous service to Black Higher Education, represents a career that has spanned the implementation of the Higher Education Act, 1965 to the present reauthorization and amemdments which govern its implementation in 1988. Dr. Scott has worked at six historically Black institutions over the twenty three years, including three private colleges—Knoxville College, 1965–67; Clark College—1978–87; and Bennett College, 1987-present; and three public universities—North Carolina A and T State University; Texas Southern University and Grambling State University. These institutions have ranged in size from 627–8,000.)

To Chairman Williams, Members of the Subcommittee on Postsecondary Education, of the United States House of Representatives Committee on Education and Labor, and distinguished other members of the higher education community assembled here today, I bring greetings from the Bennett College academic community. Bennett College is unique as it is one of the two Historically Black Colleges in the United States of America which serves a predominantly Black student population of women. It is located in Greensboro, North Carolina, with a student population of 627 students, forty full time faculty positions, and an alumnae/alumni body of more than 5,000. Bennett College is unique in that it is the only coeducational college of record (founded originally in 1873), to reorganize and deliberately plan to become a college for women (in 1926). Its liberal arts base has produced highly successful graduates and its current student body continues to achieve. Bennett College has had one of the top 30 students from Historically Black Colleges and Universities selected to be honored for achievement in science by the White House Initiative on Science in 1987, and this year, 1988 (Ms. Stacy Copeland). Its impact is felt clearly here in North Carolina, as 90 percent of the practicing Black women physicians are graduates of Bennett College. (This high rate of productivity was accomplished with good teachers, bright young women, and without laboratories and physical facilities comparable to those at the HWCUs in the state. With less, we have produced a quality product in a larger quantity than the HWCUs in North Carolina.

Bennett College has been a participant in the Higher Education Act Title III Institutional Development Program since its inception in 1965, and has provided the leadership for the Title III program over many years through its former president, Dr. Willa Beatrice Player who served as the administrator of Title III programs until her retirement. Our history is entwined with the history of specific institutional support by the Federal Government for Historically Black Colleges and Universities.

From 1966 to 1988, we have competed successfully to be awarded grants under the Title III programs, and have been highly productive with the utilization of these funds to create well educated women. Recently, however, we have been the victims of some of the kinds of things we are discussing here today. Successful competition which is thwarted by the recent enactment of the technical amendment which failed to protect the eleven colleges and universities holding Title III Part A grants. Bennett, as a consequence, will be negatively affected in the scheme of federal funding and the delivery of educational programs and fiscal improvement for overall institutional development.

There are direct correlations to the orderly development and implementation of excellence in programming and the infusion of federal funds to our Colleges. For Bennett and the other colleges under discussion, the Federal participation, though far below the need, has been a critical source of funding.

Specifically, funding to HBCUs for physical plant maintenance and expansion, instructional and library facilities renovations and repair and building of new buildings has been extremely limited and in some cases non-existent for over one and one half decades—since the 1972-73.

PAST BENEFITS

The Federal involvement in higher education generally has been important since the early days of the Land Grant movement. The involvement for Historically Black Colleges and Universities in any significant way started with the second Morrill Act in 1892. Over the time period that there has been federal involvement the amount and intensity was minimal until the mid 1960s when the Office of Economic Opportunity was created as a result of the Economic Opportunity Act. The primary involvement from this act was the provision of educational grants for needy students to attend college. Upward Bound was created as a college bound program and heavily targeted Black students. The impact of the National Defense Student Loan program in 1958 increased the access of several Black students to attend Historically Black Colleges. The enactment of the Higher Education Act in 1965 provided funding in the first "serious" manner for institutional support for Black institutions. This funding was primarily from the Office of Education and still left other federal agencies participating at a very low or no level of funding for Black Colleges. This has continued through 1988, with recent emphases beginning with the Johnson/Kennedy administration and continuing to the Nixon administration through Executive Order for the funding of HBCUs. The primary source of funds has been from the Office of Education (in its various forms over the last two decades) in the form of programmatic support. However, other agencies and the higher education facilities Titles and the HUD thrust in mid 70s have generated other agency involvement though not at any appreciable level to make an impact. When the Federal Interagency Committee on Education was organized, and requested to develop and submit a report on Federal Agency Support To Traditionally Black Colleges for fiscal year 1969 a series of regular annual reporting on such involvement started. The publication of the information has proven to be valuable to higher education agencies and to the Colleges and Universities. The regular reporting over the years provided a clear path for funding from all federal agencies. The first report in 1969 provided clear evidence that all agencies other than Education in Health, Education and Welfare, were definitely providing "token" funding. Total support to HBCUs was $122,124,000 as compared to $3,890,327,000 for HWCUs. HBCUs were receiving 3% of the federal funds allocated by Federal agencies to colleges and universities. HUD made direct housing loans for College Housing to three HBCUs as compared to 70 HWCUs. The dollar value of the loans were 2.4 Million to HBCUs and the remainder for funds—67.7 million to HWCUs. This represented the only significant money for facilities.

In the Fiscal Year 1970 FICE Report, 11.1 million was allocated to HBCUs and 362 million to HWCUs as plant funds.

In Fiscal Year 1971 FICE Report, 20 million was allocated to HBCUs and 291 million was allocated to HWCUs as plant funds.

The Title III Institutional Development Program, created by the 1965 Higher Education Act then, has been the most consistent funding source for institutional support for HBCUs since 1965. This Title did not address support for plant funds, for use in renovating or developing facilities. This program was developed from a prototype of cooperation between University of Wisconsin, NCATSU, NCCU and TSU (Houston) which was designed to provide technical and developmental assistance to the HBCUs utilizing the "strength" and expertise of U. of Wisconsin. The original Act, required Cooperative Programs as the means for acquiring assistance. The original dollar amount for the Title III programs awarded in 1966 was ————. The total amount went to HBCUs as was intended by the Act. The Act was designed to assist the HBCUs but the Congress was uncomfortable with identifying "race specific" institutions (as a review of the Congressional Record will document, and thus went with the rubric-developing institutions). Thus, the door was opened for any college which could declare itself as "developing" to compete for the limited funds, originally intended for HBCUs. As this happened, the Junior and Community Colleges became adept at lobbying to get the definition broadened to include them, and therefore became the primary competitors for the limited funds. The original intent of the legislation, as indicated by the Congressional Record, was to provide assistance primarily to senior level institutions, but definitely Black institutions.

Title VII of the HEA, 1965, provides College facilities loans for institutions of higher education. It has been impossible to acquire loans to improve campus facilities. A case study of one. Bennett College applied in 1987 for a 2.4 Million dollar loan for renovations and repair, and improvement/upgrade of the classroom and housing facilities. We were not awarded any funds. Among the projected 62 Million and 60 projects to be funded, only three HBCUs were included. Public nor private HBCUs have ever been funded equitably to maintain, upgrade, renovate and repair the physical facilities as has been true with HWCUs.

During 1987, the Pew Charitable Trust invited twenty five private HBCUs to submit proposals which included the option to address physical facilities. This marked the first time in several years (over one decade) that such had been proposed. As institutions expressed their needs, eighteen of the institutions assembled indicated the need for Library facilities (new and/or renovated); Ten expressed high priority needs for classroom facilities to be renovated and/or upgraded, twenty expressed the need for new facilities which would be contemporary and enable the delivery of the curriculum through the support of technology now available for improved student learning and teacher delivery of instruction. The collective impact of the realization that most of the private campuses were built more than one hundred years ago, with considerable numbers of buildings still standing, unable to handle the electrical loading required for today's technology, or even to provide adequate lighting for student and faculty work. The average age of buildings on most of the HBCUs campuses is at least 62.5 years old. If one separates public from private, the age increases for privates. The age alone is significant, but the fact that deferred maintenance has been practiced on most of the campuses reduces what should be elegant well constructed buildings of a bygone era when work was well done, and materials were authentic, to inefficient, ineffective, unattractive places which are incapable of handing 1988 demands. Heating systems are obsolete, causing high energy consumption and uneven distribution so that discomfort is often the rule rather than the exception. The additional requirements for well lighted, well heated/cooled facilities which promote teaching, learning and research activities are such that a major program of rehabilitation is needed, because of the one and one half to two decades of neglect.

Our enrollment has increased, just as that of other HBCUs and there are other students who could be admitted, but substandard housing and substandard academic facilities mitigate against this. Very few HBCUs received funds to help convert facilities to enable the delivery of education to handicapped students.

The summary of PAST BENEFITS is rather dismal for the involvement of the federal government in supporting physical facilities programs for HBCUs. The absence of continuity and consistency of funding support over the last two decades (even loan funds were no longer available) had the impact of having a healthy wisdom tooth decay inside the gum before it erupts, because no help can get to it. It is usually healthy for most of the time, until the constant exposure to bacteria through the tissue of the gum, causes it to decay. Or, it might be compared to what appears to be healthy teeth which look okay, but suddenly, one day, the teeth fall out because the gums have not been maintained in a healthy condition. The shell is present, but the never endings and blood supply which are vital to keep it alive, are blocked.

The federal response has been—Far too little!!!

FUTURE NEEDS

The list below relates to the need to plan for the next decade as an absolute minimum block of time for developing any kind of program to respond to the needs of HBCUs about issues related to the physical plant, instructional and library facilities. Each HBCU which does not have a library built within the last five or seven years, needs a new library. A major contribution to the future of American productivity would be to develop an initiative either as a part of the old Title II-Library programs of the original 1965 HEA, and open the door to the twenty first century learning environment in the new millennium.

The future needs of the HBCUs fall into six categories:

1. Renovations/Repairs (Infrastructure repairs): Provide Handicapped Student Access facilities.

2. Upgrade of present facilities: Residence Halls (as living-learning facilities). Academic Buildings: Upgrade laboratory facilities, Provide temperature controls as reliable and non-damaging for academic materials. Academic Support facilities, Students Support facilities.

3. Construction of New Modern Facilities: Residence Halls (Diversified halls). Academic facilities (with appropriate security).

4. Instructional Support Facilities: Laboratories: Humanities, Social Sciences, Sciences, Education (Simulation). Classrooms with electronic supports. Technolog support facilities: Computer, audio, visual, video signal capabilities for production, transmission, utilization and distribution. Satellite communications/Telecourses across institutions (world wide).

5. Computer based/supported library: Archival facilities.

6. Interactive Communications Facilities (includes capability for hard wiring of buildings throughout campus).

7. Ensure that HBCUs are included in an equity manner in the proposed programs to renovate existing science and technology laboratories that if simply followed according to present facility locations will exclude HBCUs and go to HWCUs. The ability of the faculty to conduct developmental research as well as integrate the research into student learning depends on having adequate science and technology laboratories.

Graduate programs are especially in need of these developmental facility improvements.

8. Adequate new or renovated facilities to appropriately house the humanities and social/behavioral sciences.

SUMMARY AND RECOMMENDATIONS

The production of high quality graduates is not unrelated to the nature and quality of the physical environment and the instructional, intellectual and library facilities and resources present for student use and for supporting and enhancing the teaching-learning—research equation. It is imperative that some intervention take place—rapidment!

To the question, 'Why should there be a special effort to respond to the needs identified here?' I present this answer. The majority of the HBCUs serve student populations which are heavily first generation college students. This also means that there is a pairing with low or low middle income students, for the fact that they are the first to attend college in their families in 1988 documents the economic link. One or two of these students are most HWCUs have—scattered here and there certainly presents no special case of impact on the systematic operations of a college or university. However, the concentrated high numbers have a disproportionately concentrated impact on the entire functioning of an institution which delivers educational service. It is manifested in the absence of funds to pay the entire bill of tuition and fees "up front" at registration, thereby creating cash flow problems for the institution and causing inability to plan for facilities maintenance and upgrade, because of unreliable patterns of payment. A campus that must accommodate 60% or more of its students inability to pay in an orderly manner, has difficulty with substantial planning and realization of those plans as they relate to the physical plant.

The average pell process to produce a final, clean payable grant often takes at least two, sometimes three cycle before it is cleared. This means that the college is deprived of the use of the funds in an orderly manner as needed. The items which get delayed, tend to be the physical facilities. The cumulative and summative impact of the economic characteristics of the students we serve demands the extraordinary programmatic thrust.

The recent reports on undergraduate education all point to the collaborative need for supports for the teaching/learning interface. The NIE (4) report identifies the fundamental condition of excellence in undergraduate education as student involvement. In order for students and teachers to be involved in their education and generating excellence, there must be the comfortable, adequate surroundings and adequate space, appropriately equipped in order to provide the environment conducive to teaching/learning.

In order to attract and retain teachers and learners, there must be appropriate, well equipped laboratories and modern academic support systems to aid learning and productivity.

RECOMMENDATIONS

1. That the library facilities of each HBCU, not so upgraded or built within the last seven years, be replaced through an appropriate program of a combination grant/loan program. Such program should be designed with a forgiveness of unpaid loan balance as the number of students retained and graduated increases.
2. That a comprehensive program to bring facilities into the twenty-first century be undertaken at the respective campuses which are serving large numbers of first generation college students and who in turn are dependent on federal support for providing the student financial aid which drives the tuition.
3. That the college campuses be made assessible to the handicapped students.
4. That a sheltered set-aside program be designed to accommodate this thrust for renovation/repair/upgrade and new construction.
5. That all agencies of the Federal Government which provide funds for research and subsequent scientific pursuit, provide funds for upgrading laboratory facilities with grants and/or contracts to institutions.
6. That the National Advisory Committee on Black Colleges and Universities be reauthorized and implemented as soon as possible. This committee should be charged with the continuing responsibility for progress and planning for HBCUs and higher education for Black Americans. An appropriate secretariat should be included with adequate staffing and funding in order to do the work.
7. That the FICE be reactivated so that appropriate data can be collected and reported for monitoring purposes.
8. That a sub cabinet position be created to provide comprehensive staffing and administration for the programs designed to intervene in and upgrade the quality of education now being provided for Black Americans through the HBCUs. This would provide comprehensive leadership for this initiative. The advisory committee would be advisory to this office and other appropriate offices and legislative/executive bodies.
9. That pro-bono/IAP programs with experts in physical plant development and maintenance be developed with HBCUs and a minimum of one year be used as the assignment period.
10. That the federal agencies consider making gifts of surplus government buildings to HBCUs located in areas where such exist, and that where feasible, satellite or local offices for federal agencies be located on campuses of HBCUs in much the same manner as has been practiced on HWCUs for years.
11. That federal agencies seek to utilize the facilities of HBCUs for local meetings, workshops, training sessions and other short or long term projects.

BENNETT COLLEGE AS A CASE STUDY EXAMPLE

Bennett College currently has a campus which is aging. The majority of the buildings are 50 years old or older. The structures are good and sound. However, deferred maintenance and lack of regular orderly repairs, have combined to produce a major set of renovations, upgrades and repairs that must be implemented in the very near future. We reflect the other private colleges especially the smaller colleges. We produce a quality product in spite of the physical facility limitations. What greater productivity and improved quality we could present, if the physical facilities were upgraded.

We specifically support the recommendations presented here today, for we know first hand that even loan money is unavailable for needed work. We strongly recommend that a new initiative for a broadened loan facilities program be designed and presented in the legislation to respond to the needs of HBCUs. We would relish the idea of being a model test campus for the initiation of the comprehensive project. We are small enough and in good shape that we do not need start from rock bottom. We invite a partnership with the Department of Education and encourage the Subcommittee on Postsecondary Education to provide the mechanism through legislation to enable this to happen.

Mr. Chairman, there are many comparative charts that we would like to enter into the record before the books are closed on this testimony. I will be pleased to answer any questions.

Mr. **Williams**. Thank you. Dr. Charles Walker is the chancellor at the University of Arkansas at Pine Bluff. Dr. Walker.

Mr. **Walker**. Thank you, Mr. Chairman and members of the Subcommittee. I am extremely happy to have this opportunity today to share my views on the problem of strengthening historically black campuses.

In the interest of time, you have my testimony circulated and I will speak very briefly on one major point that I would like to emphasize.

As a preface to that, I would like to say that black colleges and universities remain largely dependent on federal support to assure equality of opportunity. The lack of private and state support is compounded by the absence of significant federal investment in assuring that black colleges and universities play a larger role in strengthening the nation's capability in science and technology. By all standards, major research intensive higher education institutions have enjoyed vigorous growth with significant federal and state support, thus intensifying their ability to attract substantial private dollars.

Congress must consider major improvements in current legislation to produce new initiatives to bring about a radical change in the capacity of black colleges to produce highly competitive students at all levels of education, particularly at the graduate level, and I agree with the student presenter Guitard when he said that probably the most important point of all is the Ph.D., the lack of producing more graduate level, Ph.D.'s and doctorates, and black professionals.

One thing that I would like to propose that Congress take the initiative in making ten percent of our hundred plus historically black colleges major universities, that is ten to twelve to fifteen of these institutions, and I say this because we now see very clearly that if it were not for these institutions, we would not have a supply, the supply we have, of baccalaureate black graduates.

It has been shown in a study ten years ago Howard University had the largest black undergraduate enrollment and Wayne State University, which had the largest white student and largest black undergraduate enrollment, Howard University sent more students on to graduate school than Wayne State and so not only are these schools important to producing black baccalaureate students, but they are also important in inspiring students to go on to graduate education.

Congressman Espy spoke in Little Rock last year at the Black Caucus and made a statement that I feel very strongly, he made a statement that this country must be concerned about improving those areas that are very weak. In other words, a country can be no stronger than its weakest link, and the problem is not a state problem, it is a national problem, and that is what I would recommend, that in addition to all the things that have been said here the need for an additional financial aid system, MARC program, more emphasis on the higher degrees and so forth, that if we really want to solve the problem, we need to decide that we are going to take some of our institutions, some of these 1890 black American institutions, some of the large public black colleges and private institutions, and make a major institution out of these schools similar to the Yales and the Dukes and the Harvards and the MIT's. We could do it with less than twenty percent of the five percent set-aside from DOD. We could do it with less than the pledges we give to MIT, and I think it is extremely significant that we do it.

Creation of legislation that will produce an infusion of federal support for the improvement of instructional facilities, research laboratories, and specialized centers of excellence in science and technology I think is extremely important.

Black colleges must be at the leading edge of the extraordinary growth anticipated in scientific fields in the succeeding decades. A strong and sustained federal investment in the full development of these institutions will make the difference, a difference that will support black colleges and universities as a national resource in building an economic and social enterprise that is competitive in the world market. Thank you, gentlemen.

[The prepared statement of Dr. Charles A. Walker follows:]

Testimony of Dr. Charles A. Walker, Chancellor, University of Arkansas at Pine Bluff, Pine Bluff, AR

Good afternoon Mr. Chairman and members of the Subcommittee. It is a pleasure to have this opportunity today to speak to you on the unique role and mission of historically black colleges and universities regarding federal institutional assistance: past benefits and future needs.

A nation at Risk: The Imperative for Educational Reform, released in 1983, stimulated national debate on the quality of higher education and served as a catalyst for a new awareness at the state and local levels of the need for educational reform. It also provoked discussion and debate about the Federal role in higher education which resulted in the creation of a Study Group on the Conditions of Excellence in American Higher Education sponsored by the National Institute of Education, Department of Education. In October 1984, the Study Group released Involvement in Learning: Realizing the Potential of American Higher Education. Again, this report rallied higher education around issues concerning the decline in the quality of education. Although the report raised some major unresolved problems about the fundamental nature of the educational process, it recognized that higher education as a "great national resource has not realized its full potential." Both reports served as a framework for dialogue among leaders in higher education and prompted a number of national associations to look at the future of higher education from highly specialized reference points.

Unfortunately, these reports failed to address the critical role of black colleges and universities as a discrete universe of higher education and a national resource that contributes to the economy of the state and the nation. Further, these and similar reports overlooked the severity of problems faced in the black higher education community with respect to the production of talent at the undergraduate and graduate levels in science and technology. The potential failure of black higher education in meeting the competitive challenge of the 21st century stands as a monumental failure of the nation to come to grips with the demand for highly skilled talent in an increasingly global economy. The absence of national leadership, the conservative federal presence in higher education, uneven economic policies, and the lack of basic common sense all mitigate against the creation of a economy that fosters equality, access, and opportunity for the good of higher education and the nation. Although it is widely recognized that the United States is losing its competitive advantage in domestic and international markets and that higher education must be deeply involved in producing new talent and expertise, the failure to capitalize on existing resources at black universities is all too obvious. To meet this apparent need, in America's Competitive Challenge, the business-higher education forum called for a new paradigm in higher education. The report states, "The questions of American economic vitality, innovation and industrial competitiveness have reached a level of broad discussion among the nation's leading public and private institutions. Recognition is growing that all sectors of American society have an important stake in economic renewal and important roles to play in bringing about that renewal." In spite of this recognition, the connection between black higher education and the economy remains unchanged for a critical segment of the population. We're spending $75 billion annually on social problems associated with education deprivation, (U.S. News & World Report, May 18, 1987) while allowing two million students to drop out of school annually; graduating millions of students from high school who are dysfunctional in basic skills; cutting student financial assistance, the social equalizer of black higher education; pushing poverty rates back to 1960 levels; and, producing a massive stockpile of human waste who are increasingly becoming a part of the permanent underclass. There are stark indicators of educational deprivation and social neglect. In Young, Black and Male in America: An Endangered Species, the authors state that:

"They have been miseducated by the educational system, mishandled by the criminal justice system, mislabeled by the mental health system, and mistreated by the social welfare system. While the conditions of all other groups have improved in the last 25 years, 6 million young black males age 15 to 24 are more likely than their counterparts in 1960 to be unemployed, to be involved with the criminal justice system and to commit suicide. Today, more than a fifth of black males aged 12 to 17 are unable to read at the fourth grade level, and more than a fifth of 18 to 21-year-old black men had not graduated from, or were not enrolled in, high school."

The recent Census Report is a major indictment of our national education and economic policies for black Americans. Among all ethnic populations, the poverty rate for black Americans increased disproportionately while the same declined for white families. The poverty rate for blacks is 33.1 percent in contrast to 10.5 for whites which means that one of every three blacks and one of every two young black children now are poor with the gap between rich and poor families now being at its widest level in 40 years as stated by a Census Bureau official. It is estimated that by the year 2000, some 70 percent of all black men will be locked into the cycle of unemployment, with roughly 9.2 million blacks remaining in poverty. Thus, millions of Americans will continue to remain entrapped in dependency with no sense of a decent future and few educational resources to move beyond the barriers of poverty and its complements.

While a national consensus is emerging on how to reform and restructure the economy, the challenge to produce an educated citizenry, and a talented, productive and competitive workforce remains essentially the same. Devising ways to increase productivity and competitiveness domestically and in world markets must take into account the vast resources of the black higher education community. Resources in the area of science and technology that can provide the basis for immeasurable contributions to improving the quality of life and the environment. Congress and the Department of Education must view black higher education as an important adjunct to America's investment in our children through teaching and research, and through public service to the nation in advancing scientific and technological innovations. The ability of black colleges and universities to sustain their record of achievements will depend on strengthening and maintaining superlative infrastructures, eminent faculties, competitive academic programs, and an inventive academic environment for highly motivated students.

Recently, it was reported that in 1986 black Americans earned 14 doctorates in engineering and 25 in physical science of a total of 820 Ph.D.'s awarded in the same year. Among all ethnic groups, only American Indians ranked lower than blacks in the areas of engineering and physical sciences. White Americans received 1,224 doctorates in engineering and 2,761 in physical sciences of the total of the 20,538 Ph.D.'s earned by whites. It is noteworthy that every degree level in 1984–85 from the associate to the doctorate and first professional degree, white men and black women substantially outranked black men. Between 1976 and 1986, black male enrollments in higher education declined by about 7 percent with marked reductions at the graduate level in science and technology. The failure to produce adequate numbers of black doctorates has serious implications for black teachers and faculty. In an article entitled Black College Faculty: A Dwindling Resource, published by the Educational Testing Service, the writer indicated that "in the past, black Ph.D.'s opted for teaching careers in colleges and universities. Today new black doctorates are choosing to go into business and industry. More than two-thirds of all black Ph.D. recipients went into academe in 1975, but less than half planned academic careers in 1986." Degree recipients are the major source of the new supply to the science and technology market in higher education and industry. The pipeline must be created at the pre-college level and continue through graduate education with black colleges and universities playing a substantially larger role in improving the quality of science and mathematics in public schools, producing master teachers, and preparing scientists for academia and industry.

The economy demands that the decade of the 1990's provide opportunities for black higher education to develop new directions for leadership, new legislative and policy initiatives, and new sources of funding toward ameliorating uneven federal dollars. While over 70 percent of all federal assistance to black colleges come from the Department of Education in contrast to 42 percent for other higher education institutions, it is noteworthy that the majority of this support is in the form of student aid. What is sorely needed in the immediate future is recognition of, and attention to the unequal representation of black colleges among major research institutions, providers of graduate programs, innovators of new technologies, and producers of talent in progressive fields of science and technology. The Congress and the Department of Education must take the lead to assure an infusion of federal support for the enhancement of science and technology in the:

(1) development and pre-college programs
(2) preparation of undergraduate and graduate students
(3) production of master teachers for public schools
(4) development of centers of excellence
(5) preparation of faculty
(6) creation of state of the art instructional and research facilities

Black colleges and universities remain largely dependent on federal support to assure equality of opportunity. The lack of private and state support is compounded by the absence of significant federal investment in assuring that black colleges and universities play a larger role in strengthening the nation's capability in science and technology. By all standards, major research-intensive higher education institutions have enjoyed vigorous growth with significant federal and state support, thus intensifying their ability to attract substantial private dollars.

Congress must consider major improvements in current legislation and produce new initiatives to bring about a radical change in the capacity of black colleges to produce highly competitive students at all levels of education, particularly at the graduate level. Social and economic imperatives merit strong support for black colleges and universities in the:

Development of student financial assistance programs designed specifically for undergraduate students majoring in science and technology;

Creation of graduate programs designed to substantially enlarge graduate programs for black students;

Production of master teachers in the sciences through the creation of scholarships and other forms of assistance;

Expansion of support under Title III, Part B, for black institutions that have doctoral programs in high demand professions; and/or have demonstrated the capability to significantly expand such programs;

Expansion of support for School/College Partnerships under Title V-B to include sector specific initiatives that will engage black colleges and predominantly minority public schools;

Creation of legislation that will produce an infusion of federal support for the improvement of instructional facilities, research laboratories, and specialized centers of excellence in science and technology.

Black colleges must be at the leading edge of the extraordinary growth anticipated in scientific fields in the succeeding decades. A strong and sustained federal investment in the full development of these institutions will make the difference—a difference that will support black colleges and universities as a national resource in building an economic and social enterprise that is competitive in the world market.

Mr. **Williams**. Thank you very much. Mr. Owens.

Mr. **Owens**. Just two comments, I would like to, because I am interested in the role that the federal government might play in helping solve this problem, I would like to have information from Chancellor Walker and Dr. Marbury about the whole situation with respect to funding formulas in your state.

I had hoped that discrimination, race discrimination in these kinds of formulas was a thing of the past, and was asleep by now, and there was equity by now but it probably isn't the federal government as much providing additional funds as it is providing authority to make sure that we have equal treatment in these funding formulas.

The problem in the area of buildings and facilities is worse than it is in the area of operating funds based on enrollment basis.

I would also be interested in knowing whether or not college funds that any colleges receive in your state are local funds. In some states they find that it is a good investment to invest in private colleges rather than giving to more publicly funded colleges, that they get a better statement to taxpayers out of assisting existing colleges in various ways and I am interested in knowing whether Bennett College receives any funds from the local or state government.

Mr. **Walker**. Let me speak to your question of equity in funding at state institutions.

Mr. **Owens**. Well, I would be happy for you to speak to it, but I also would like some additional written material. I know it is complex and I don't want to take the time here.

Mr. **Walker**. Sure.

Mr. **Owens**. I wish you would submit it in writing.

Mr. **Walker**. You know, Arkansas was one of the Adams states, we are no longer, but clearly the things that were supposed to have happened as a result of being an Adams state in terms of state support never happened. Our university never really received the program it should have nor the facilities and now it looks like we are starting a race even when we never caught up as Chancellor Fort said earlier, and that is the problem we have, and the significance of this is the fact that in our case, the two hundred and fifty black graduates we produce represent forty percent of all black graduates in the State of Arkansas, and this is very significant.

Often we hear people talking about enrollment, but the real problem lies with the students to finish, and that is connected with, and that is why the institution is significant and that is why the federal government, because it is a federal problem no matter what we say, the federal government places money in these institutions to allow them to develop graduate education is significant, the key issue, and we have got to influence students all the way down to the public schools, and this is everything.

Mr. **Owens**. Yes, sir.

Mr. **Marbury**. On the formula, I am glad you asked for that information because I think that is very significant and I made reference to what happened in 1972.

Mr. **Owens**. Yes, sir, I was very interested in your comments.

Mr. **Marbury**. Now it would be very helpful if a look at that legislation would just put a little pressure, or to raise a question to the states, Alabama and all the rest, shouldn't you in the light of your matching the Land Grant funds for your other Land Grant university, give more equity and greater funding too, I think that question, you know, really needs to be addressed.

Mr. **Owens**. Just a comment, since Dr. Speller is a colleague of mine in Library Science, he has a Ph.D and I only have a Masters in Library Science. I would like to say that I was reading an article yesterday in the New York Times magazine on the future of computerization, where should the personal computer industry go, and artificial intelligence was discussed at great length. I was surprised myself to find the discussion of artificial intelligence was really a discussion of Library Science. They really need to get in touch with you to find out about where to go. So with all the comments that were made about we need all of these scholars in the area of Science and Mathematics, we are going to come up short handed. We need people right across the spectrum, in all fields, or we are going to discover ten years from now that we have got a great shortage of people who know Library Science and computerization and artificial intelligence in that all of these are very much intimately related, and so I would like to just make that comment, since I think we've had a put down this morning with all of the other professors and I think this should be noted.

Mr. **Speller**. I would like to, if I could, take this opportunity to make this comment that North Carolina Central University, School of Library and Information Sciences has been recognized by the National Accrediting Agencies and so forth, we have been recognized as competent and have taken the leadership and we have been developing a computer communications base, computerized initiatives and instructions since 1978.

One of the reasons why I came down so hard on the need for resource sharing within the network and so forth is the fact that black colleges and white colleges are not going to be able to continue to have this bottomless pit of materials, duplication and so forth, and with the technology we now have, we need to be getting telefax television machines that can operate in color and everything else and it is a matter of seven minutes, getting a full ten or fifteen page document from point A to point B, and all of this is going to be very important.

I would like to also see us realize that, and agree of course with what has been said here, that we do not have but very few black colleges that are considered major research institutions and we do need to get those, at least, you said how many?

Mr. **Walker**. Ten percent. Fifteen to twenty.

Mr. **Speller**. Fifteen to twenty. But what would really help our Information Science is the fact that you need, black institutions need to be Inner-Research Based Institutions because of the magnitude and extent involved in preparing a Librarian, even though he doesn't get paid very much, it costs a fortune just to have one, and we do need to have a strong research base because of the fact we have a cross-existence in Communication Science, Physics, Computer Science and all of those areas, and we do need to get students prepared in the Sciences even though they need math as a background to carry out the duties and mission.

Mr. **Owens**. Thank you.

Mr. **Williams**. Although I don't have a question for this panel, I do want to note that I have a sense that the recommendations of this panel have departed rather significantly from the two panels which preceded you.

I haven't for a number of years heard this, what I rather thought was a political slogan, repeated as often as I heard it from the first two panels, that is, "You can't solve problems by throwing money at them," and that was almost a political slogan of this administration. I don't think it had so much to do with the philosophy of the federal government as it did politics, but it was repeated a couple of times, both directly and indirectly by members of the first panel, and I must say as Chairman of this sub-panel, I am surprised to come here to North Carolina to a black college hearing and hear that old slogan brought up again as a possible solution to the problems of black colleges.

I hear differently from this panel. I think that you are saying yes, we need innovation, and unique applications of solutions to historically black colleges and universities problems by cash.

By the way, I don't know of any Republican or Democrat, educator or noneducator, who ever thought that you solve problems by throwing money at them. I have never met a person who thought you could solve a problem by throwing money at them, but we do need the solutions and then we have to pay the bills.

I find it refreshing that this panel along with talking about some of the innovative solutions has also recognized that you have to pay the bills and that may take cash and the federal government should do its share in providing that cash.

Well, I thank you.

[Applause.]

Mr. WILLIAMS. Our last panel, Dr. Blake and Dr. Witty, if you would come up and join us, please.

Dr. Elias Blake is Director of Educational Policy Research at Howard University in Washington, D.C. and Dr. Elaine Witty is the Dean of the School of Education, Norfolk State University, Norfolk, Virginia. Dr. Blake, you are first on our list, so why don't you proceed.

STATEMENTS OF DR. ELIAS BLAKE, JR., DIRECTOR OF EDUCATIONAL POLICY RESEARCH, HOWARD UNIVERSITY, WASHINGTON, DC, AND DR. ELAINE WITTY, DEAN, SCHOOL OF EDUCATION, NORFOLK STATE UNIVERSITY, VA

Mr. BLAKE. I will take advantage of the House Subcommittee asking about the Future of Black Americans in Higher Education and to say that, to relate that to the unique role and mission of the historical black colleges and universities.

The future of blacks in higher education will depend on the maximum higher education system in America approximating the past of educations of the historically black colleges. I put it in that context because the goal, the mission of the historically black colleges, of course, extricate black Americans, all black Americans are not in these institutions, but they are in the nation and what we have been saying over and over again is that the nation is at risk if the current patterns and historic patterns of the education of black Americans continue on into the next century, and that risk to the nation is increasing.

So, if it is true then that the future of blacks in higher education depends upon the maximum higher education system beginning to approximate the educational patterns of historically black colleges, then that also means these institutions should be in a greater position of leadership than they are now and have been historically, and that is not because they have not tried. It is simply because there are deeply rooted perceptions in the country that what we do in the education of black Americans is not the loftiest and ideal kind of education and particularly not in higher education, so, therefore, to perceive such institutions as leaders is something that does not even occur or is even thought about.

Now, what do I mean by this? And I will go very quickly in terms of national patterns in the historically black colleges.

First of all, historically black colleges have alternative and flexible admissions criteria in order to make certain that black students have access to colleges, despite the fact that their educational preparation is still inadequate, because of the continuing threats of racism and prejudice and so on.

Secondly, the historically black colleges are primarily a four-year full-time baccalaureate degree producing system. The national system, only about six percent of blacks in the national system are enrolled full time, forty percent are part time. Over sixty-one percent of the blacks in the national system are in the first year and over seventy percent are in either in the first year or in unclassified stages in the national system, as are the graduate students.

In the black colleges, although ninety percent of the students are full-time students and are in baccalaureate programs where fifty-two percent of the black national students are in two-year colleges. Eighty-eight percent of the blacks are in four-year colleges. Again, if the national system were structured like the black colleges, we would have a much different picture than we are looking at in terms of the education of black Americans.

Third, there is a focus on blacks as blacks in the black colleges recognizing that their educational problems are in fact related to their race and their treatment as blacks and, therefore, the educational solution must flow to them.

So, no disadvantages, no deprived, but blacks. In other words, we design a program to educate blacks. We are not placing it in this other, that the students, like we do things for them and we get the job done.

Finally, the system assumes that the talent is there among the students for excellence and that they should and must aspire not just to survival, but to achievement and accomplishment. That is why nine of the top ten schools in per capita production for Ph.D's out of their baccalaureates are historically black colleges. Fifty percent of the baccalaureate origins of all Ph.D holders in the nation come out of the historically black colleges. That is because there is a presumption that you must have people at the top.

I am not certain from what we are seeing in the historically white students with their black students that they really make those assumptions. In fact, some of the problems that we have seen is the result of the fact that the black students feel very keenly that the people on these campuses think that they are all dumb and that they are there on the grace of some special treatment and probably should not even be there and, therefore, there are no expectations that they will do very much.

Now, this complex job and—well, I will skip that because apparently we are running out of time, but what can you do?

This is the other side I would like to shift to.

I think that leadership can be given by trying to develop what I will call targeted model efforts in areas of immediate oversight of this Committee.

For example, this Committee, as I understand it, have oversight of two-year programs, they have oversight for Title III and for Title IV, Library Programs. Within the trio program, there should be the design of a sub-section within that to support the kinds of programs that people have been talking about this morning, and let me cite first this example of trying to get more young people into Sciences and Technology, that might be a sub-section of the trio of programs in which the funds could be targeted; but more importantly, a subsection program could be targeted for competition for state systems, where if a state system of higher education is willing to come in with a statewide trio-type program that is targeted toward these kinds of efforts, then there may be massive funds created to support that.

Say, the State of North Carolina, in which, outside of the five black colleges in North Carolina, seventy percent of the students in this state are in two-year colleges. That is not unusual. The same thing is true of California. That is why the baccalaureate production is so low, and that five colleges against the other eleven produce most of the baccalaureates in the state for blacks.

But, suppose one would say to the State of North Carolina, we will put up matching funds if you will design a trio-type program that aims at that seventy percent of the blacks in two-year colleges getting out, getting in the four-year colleges and getting baccalaureate degrees. Now if you develop a statewide program, we will help you with some matching up student response to get that up and go on. Now that is a national need. It is not just in North Carolina but it is something that would make a national impact.

Within Title IV, with the State Incentive Grant Program, the same kind of effort could be developed because with that, that is the way to reach the private sector, because in most of these states students who go to private schools can compete for the State Incentive Grant Programs, so if one says we will have a sub-set of state intensive grant programs for private institutions that are making a special effort to work on the business of greater access to blacks, greater possibility of blacks to the baccalaureate, then we will put aside the competition only for those kind of schools that are able to make that kind of commitment.

All I am saying is that there are ways to begin to challenge the national system, to begin to approximate what the black colleges do which is in the greater interest of getting more black students into certain fields within the black colleges and getting more blacks into and through college nationally with black colleges acting as leaders in that regard.

I also was asked about a Commission on higher education for blacks as an idea that could be recommended. This Commission, for example, could serve as an instrument which you could bring into being but which will enable you to reach out to the other areas within the federal government for which you do not have oversight, and we heard talk about Agriculture, and we heard talk about NSF. This Commission could in effect try to develop programmatic concepts and designs of the kind that I just mentioned a couple of, which then could be recommended as a way to begin to develop patterns and pools of federal money that would stimulate, you see, the right kind of educational activity in the private colleges and in the public colleges through the state systems that will begin to have the appropriate impact.

For example, the Adams Consent Decree in terms of desegregation is a no money illustration in the sense that the federal government, essentially because it has the federal responsibility to nondiscriminatory treatment of black citizens in education and in desegregation, says to the states that one of the things that you have to do is not just get students in a desegregated environment but the black colleges which are central to this, they will have a capacity to be able to educate these black students enhanced, and then you have heard Chancellor Fort talking about the dollars which have started to flow. I think that there are other ways in which the federal government can do that, but the mission on the education of black Americans can act as a focal point for targeting all of the kinds of diffuse and diverse issues that we have heard talked about, try to convert them into something acceptable for the federal and state policy making that may or may not ever see the light of day, but are possible and feasible within the limits of the federal government and in terms of the relationship between the federal government and the state governments. I will stop.

[The prepared statement of Dr. Elias Blake, Jr., follows:]

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DIVISION OF HIGHER EDUCATION
POLICY RESEARCH

Oral Statement of Elias Blake, Jr. To the Subcommittee on Postsecondary Education of the House Committee on Education and Labor. at North Carolina Central University September 12, 1988. He is Director of the Division of Higher Education Policy Research at Howard University and Former President of Clark College, and former Chairman of the Board of The National Association of Equal Opportunity in Higher Education and of The National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Oral Statement of Elias Blake, Jr. To the Subcommittee on Postsecondary Education of the House Committee on Education and Labor. at North Carolina Central University September 12, 1988.
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I am pleased to offer testimony to the SubCommittee on Postsecondary Education of the House of Representatives Committee on Education and Labor. The fundamental task of moving toward the goal of equal opportunity and toward actual equality for Black Americans has been greatly enhanced by the historic work of this Subcommittee. The tireless work of the Subcommittee Chairman Pat Williams and Subcommittee chairman Major Owens under the leadership of the venerable and visionary Full Committee Chair Congressman Augustus Hawkins has and continues to make possible more and better education for Black American youth. Your recognition and support of the central role of Historically Black Colleges in achieving the goal of equality for Black Americans will be treated with honor and deservedly great tribute when the History of last quarter of this Century is written:

The future of Black Americans in Higher Education and the future of the Historically Black Colleges are inextricably bound together. It is clear from the difficulties of the last decade that as the Black colleges increase or decrease their effectiveness in educating Black youth so is the nation more or less effective in moving to overcome the still too great inequality of Blacks in America.

The Historically Black Colleges are a barometer of the impact of federal, state and private sector policies, on the continued progress of Blacks in the nation. When the impact is negative, it is axiomatic that national progress will be stopped or as in the last decade reversed. In the production of educated Black Americans, the nation can only advance if it sets conditions which advance the health and welfare of Black colleges.

The Nation's education system is still struggling to become more effective in the education of Black children and youth. In that national system, the Black colleges represent a summary statement of how one can and must organize to get blacks into and through college and into the nation's economy as contributors and as leaders in its social and political life. It has been demonstrated in the last decade, especially since 1980, that when the national support mechanisms for Black education are not strengthened and expanded the progress cannot continue.

When the Black colleges are advancing in their enrollment and production of Black graduates, the nation is advancing. When the Black colleges are showing decreases in enrollment and in graduates it is a symptom of great national difficulty. These are institutions that in their mission and in their programs are organized to be a primary instrument of education for Black Americans. They are more skilled and more committed to that task than any other sector. Thus when they cannot hold their own or increase in overall enrollment and graduates, it means simply that national conditions are such that the national system cannot advance.

Therefore, the future of Americans in higher education depends on creating the policy support, and financial support framework for students and institutions that are most beneficial to Black Colleges and one is also setting the best conditions for the nation's higher education system to continue to make progress in learning how to enroll 30 to 40% more black students and to increase by 100% the number of Baccalaureates produced annually over the last decade. These facts are documented in accompanying Figures.

It will be important then not only to have the policy and financial support environment in place but some focal points for helping the nation to continue to improve in its capacity to advance the progress of Black Americans in higher education. We need to have a triple pronged strategy to deal with changing the patterns expressed in the accompanying Charts which chronicle the task to be accomplished and the problems that must be solved if the future is to be different from the last decade.

1. Federal and state policy support that creates the financial programs that enable poorer Black students to attend college in substantially larger numbers in the future than in the past. There must be a recognition that institutional support must be a part of that mix. One does not only support the individual scientist in our research and development enterprises but also the institutional infra structures in which there is the most concentrated research and out of which comes leadership for more and better research in the future. The Historically Black colleges are the most concentrated and productive centers of educating Blacks to completion of the baccalaureate, the critical level for real progress toward equality.

2. Help for those parts of the national higher education system which bear the responsibility for advancing the education of Black Americans in partnership with the Black Colleges. Clearly there is a learning curve in which there are some failures and reversals. There are some problems which are known but for which solutions have become illusive in the this last decade. The second major source of problems is in the functioning of the national higher education system itself.

One sees the obvious signs of difficulty in racial incidents on Historically White campuses;

Black enrollment stopped increasing and declined in the 1980's while all other minority groups continued to show significant increases although at a decreasing rate from a lower base or starting point:

the overconcentration of Blacks in two year colleges and very low rates of transfer to four year colleges to take degrees;

the sharpest decline in graduate enrollment in the arts and sciences of any sector(34%) when there are almost no new black doctorates for faculty in many fields;

an over concentration of Blacks in the First year and in unclassified categories in national enrollment data;

a decline in graduates that is sharper than the decline in enrollment and reflecting low transfers and higher dropout rates;

dozens of states raising admissions criteria for public four year colleges that will reduce the eligible pool of blacks and no federal or state wide well financed and properly structured programs to expand that pool in cooperation with the high schools;

little or no recognition of the fact that the current state of progress requires goals that are never mentioned, for example, that compared to the peak of 60,000 baccalaureates in 1981, 126,000 would have represented parity and that cannot be achieved without higher transfer rates from two year to four year colleges than are seen anywhere in the nation.

goals that would move the state systems toward filling such gaps are routinely missed in the southern states where 54% of Blacks live and over 60% of the high school graduates are produced, yet they consider themselves in compliance with court orders to close these gaps and the Department of Education agrees with them that legally they are not required to reach the goals that would help fill the gaps.

3. The creation of leadership and problem solving entities . with long term financing and with all the federal, state and private sector players involved together in involving the specific institutional frameworks that with the Black Colleges must deal with the problems outlined above. In critical areas of nation peril it is usual to have commissions or councils to try to focus on moving national policy and programs in the most fruitful and advantageous way, whether it is acid rain, aids, drug abuse, or education in general as in the.Commission on Excellence and its report _A Nation At Risk_ .The critical problems of the education of Black Americans are clearly different enough and difficult enough of solution, and dangerous enough to the health and welfare of the nation to warrant a body or bodies to pursue these nettlesome issues over the long run.

To then ensure a future that is different from the past we propose that A National Commission on the Education of Black American be established with federal funding and structured in the mold of such entities as the Commission on Civil Rights or the National Research Council. Within that framework A Clearinghouse specifically on the work of the Effective Schools movement that Congressman Hawkins has proposed legislation for should be a part of that framework.

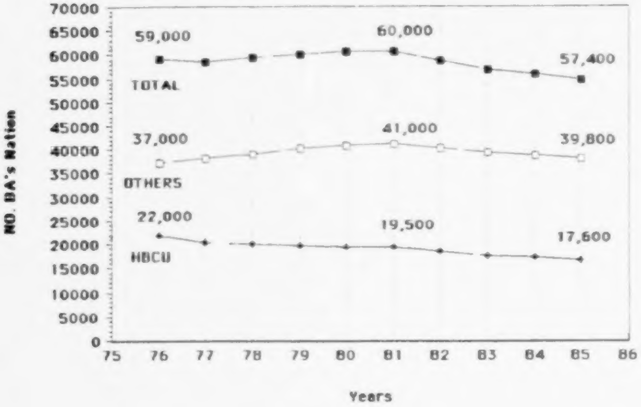
The Commission should be formed in a partnership with the Historically Black colleges because of their long term leadership and most long lasting commitment to the education of Black Americans. Also because it is clear that they represent the foundation and the centerpeice that gives the nation its greatest possibilities for achieving ultimate equality.

The Mission of the Commission will be to determine the most effective patterns of policies, programs and practices that in combination will move toward closing the gaps between the education of Black Americans and other Americans . The Commission would as its first action recommend and support the holding of a White House Conference on the Education of Black Americans. The Commission would structure its work so that it would be in direct interactions with the Federal and State level officials in the Education establishment whose decisions and policies would determine the future of Black Educatin in America.

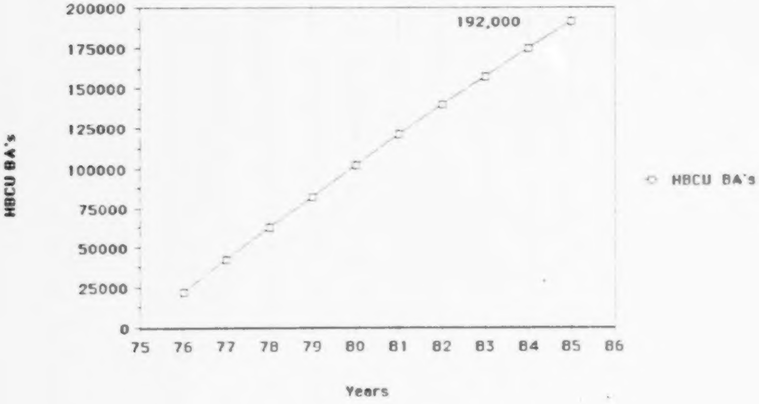
A comprehensive Status of Black Education Report including recommendations for action would be produced within one year of the establishment of the Commission. This first focusing report would concentrate on the existing good practices and policies that hold the most promise for dealing with the problems outlined above.

A monitoring of the progress of the various sectors in moving toward more effective policies and practices would follow the initial report as well as the projection of new policies, programs, and patterns of financing of students and institutions that builds on the foundation of the initial report and White House Conference.

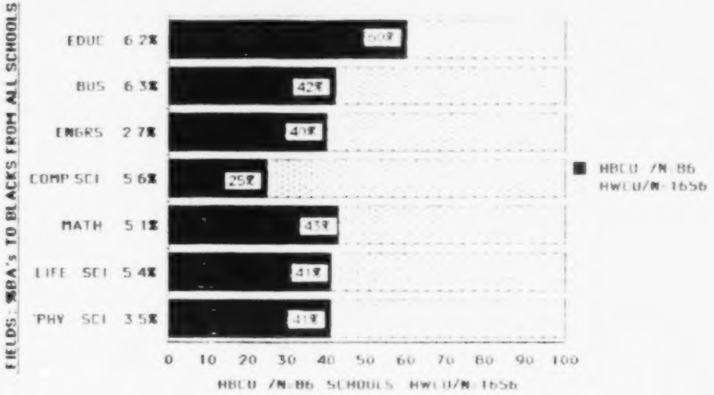
TRENDS IN BA'S PRODUCTION: ALL SECTORS IN DECLINE



CUMULATIVE PRODUCTIVITY OF HISTORICALLY BLACK COLLEGES



PRODUCTION OF MANPOWER: BLACK COLLEGES AND THE NATION [6]



*84 Four Year Black Colleges are the foundation of Equal Opportunity

*They Produce 60% of the Black Teachers for the nation

*The private sector benefits from their 6000 Business graduates

*Over 40% of the Math and Physical Science grads are found here

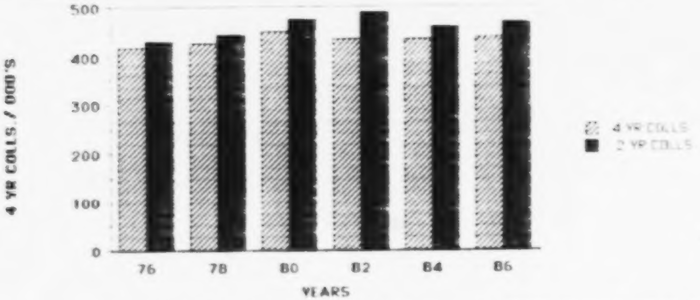
7 Engineering Schools+Dual Degrees produce 40%of the Engineers

*Computer Science up to 25% and rapidly increasing

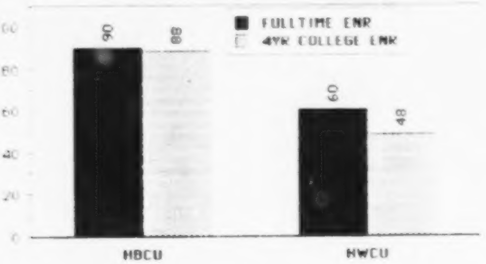
*Life Sciences are a feeder for Medical Schools

Half the Ph.D's produced take their BA's in the Black Colleges

MAJORITY BLACKS IN TWO YEAR COLLEGES OUTSIDE HBCU'S



FULLTIME AND 4 YEAR COLLEGE ENROLLMENT HBCU & HWCU



Two year colleges are dominant choice of First time Black enrollment
Very few Blacks transfer and take BA degrees

61% of fulltime Blacks are in their first year in Four year colleges
Compared to 48% of White students

Only 60% of the million Blacks are in College fulltime

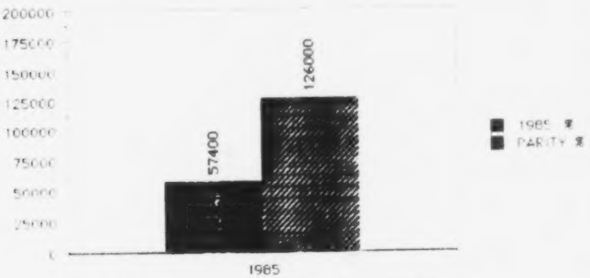
BLACK COLLEGES ARE A DIFFERENT SYSTEM

88% of the Black college enrollment is in four year colleges

Almost 90% of their students are enrolled fulltime

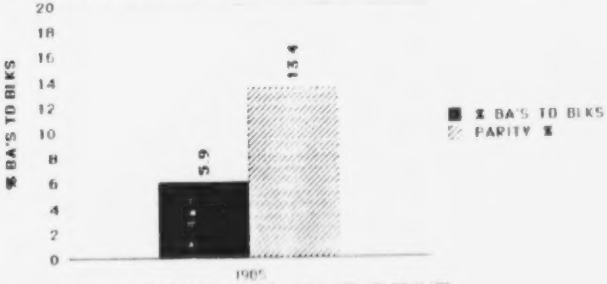
The Baccalaureate degree is the primary degree sought and earned

Graduate and professional school can follow completion of the degree



DEFICIT IN LEVELS OF DEGREES NEEDED FOR PARITY

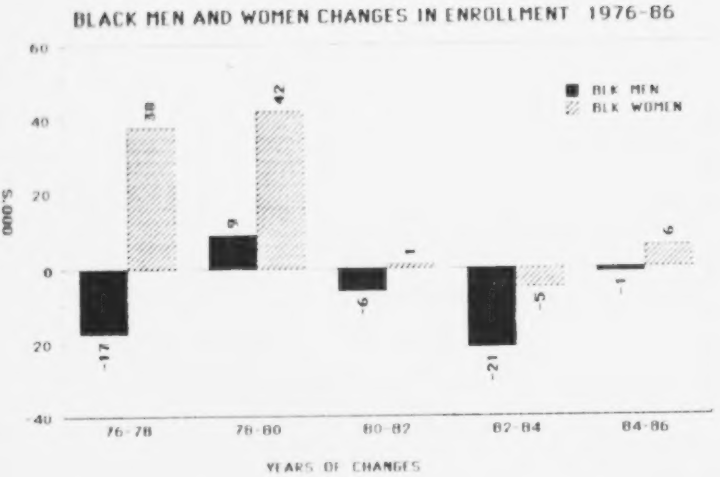
NATION'S PRODUCTION AT 45% OF PARITY

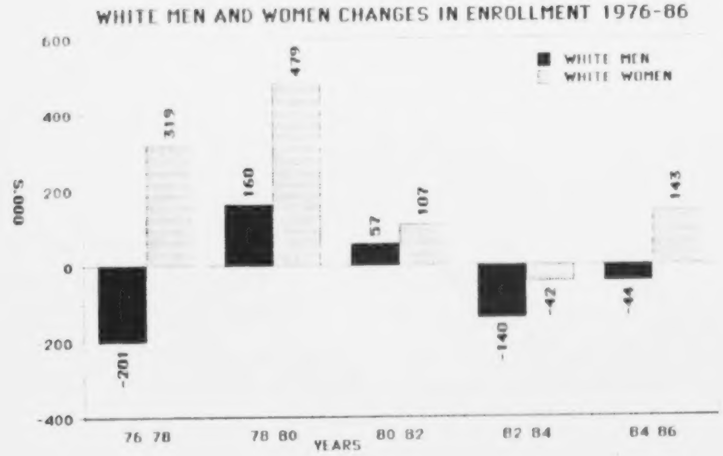


PERCENTAGE OF BA'S TO BLACKS VERSUS PARITY LEVEL

BLACKS ARE ALMOST 14% OF 18 TO 24 YR OLDS

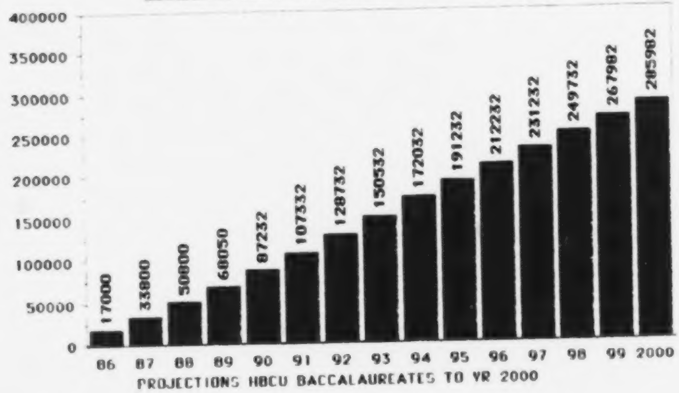
LEVEL OF INEQUALITY SINCE 1976 AND IN DECLINE


BLACK MEN AND WOMEN CHANGES IN ENROLLMENT 1976-86
60
40
20
0
20
-40
000'S
BLK MEN
BLK WOMEN
-17
38
9
42
-6
1
-21
-5
1
6
76-78
78-80
80-82
82-84
84-86
YEARS OF CHANGES


WHITE MEN AND WOMEN CHANGES IN ENROLLMENT 1976-86
600
400
200
0
200
-400
000'S
WHITE MEN
WHITE WOMEN
-201
319
160
479
57
107
-140
-42
-44
143
76 78
78 80
80 82
82 84
84 86
YEARS

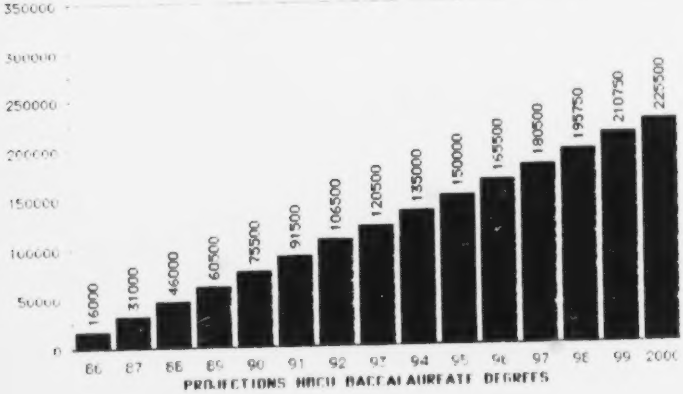
NO PROGRESS PROJECTIONS HBCU DEGREE PRODUCTION TO YR 2000

AVERAGE OF 19,000 PER YEAR SAME AS 76 TO 86 LEVELS



CRISIS BA PRODUCTION LEVELS HBCU TO YR 2000

AVERAGE 15,000 PER YEAR 4000 BELOW 76-86 LEVELS



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FORUM

Equality for Blacks

Another Lost Decade or New Surge Forward?

by Elias Blake, Jr.

The quality of education is now a major national concern. Economic development goals in the Northeast and Midwest compete with those in the South and Southwest. In international economic competition, America is seen as falling behind. Its products, from cars to shoes to stereos, have lost ground inside the country and abroad. Educational improvement at all levels is seen as a key to improving our national, regional, and state-by-state position in this economic competition. A majority of states have either funded major education reforms or instituted newer, more rigorous standards designed to improve the performance of high school and college graduates.

Based on historic inequities, black Americans have needed precisely the kind of extraordinary help proposed for the general population. In the reports on educational reform, continued inequality rates a mention, but is not top priority. The legislation and funding that flow in the name of reform do not include major attention to these unmet needs. In this essay I want to put black Americans and their educational needs back into the national dialogue. The lack of attention has resulted in a lack of progress for a decade. Another decade of no progress will severely undercut the effort at economic development.

The Lost Decade

Let us first realize what has *not* been happening in higher education for black Americans in the last ten years. From 1970 to 1977, black enrollment in higher education nearly doubled, from 522,000 to 1.1 million, but was still 25 to 30 percent below parity. After 1977, enrollment increases leveled off; in the 1980s, enrollment began to decline in all sectors, with graduate enrollment down by 19 percent since 1976.

ELIAS BLAKE, JR. is president of Clark College in Atlanta, Georgia.

We've seen no similar declines for other minorities—in fact, women and other minorities continued to increase their gains. No demographic reasons lie behind this decline. The absolute number of blacks aged 18 to 24 increased. The proportion of black high school graduates increased, as did their absolute numbers.

In 1976, blacks earned 59,000 baccalaureate degrees—slightly more than 6 percent of the total, with 12 to 13 percent as parity. This figure moved to 60,700 in 1981 and dropped to 57,000 in 1983. A major national problem in completing the baccalaureate is that 55 percent of black enrollment is in two-year colleges. Some reports show upwards of two-thirds of first-time black freshmen outside the historically black colleges entering two-year colleges. As early as 1976 only 35 percent of the two-year associate degrees were in the arts and sciences, dropping to 28 percent in 1981. Movement to a four-year college and a degree is likely to be more difficult for two-year college entrants.

The small numbers of Ph.D., law, and medical degrees earned today by blacks have not increased appreciably since 1976, leaving blacks representing less than 3 to 4 percent of the professions they support:

- blacks earned 1,049 Ph.D.s in 1976 and 909 in 1985;
- blacks earned 743 M.D.s in 1976 and 828 in 1985;
- blacks earned 1,519 J.D.s in 1976 and 1,548 in 1985.

Thus, the years from the mid-1970s to the mid-1980s are years of lost opportunity. In retrospect, two things happened to undermine the momentum.

The good news of the previous decade—1965 to 1975—was considered so good, and so irreversible, that the bad news went unnoted, its effects underestimated. Dramatic and fundamental changes *had* been made, and it was self-evident that blacks were now being included in the higher education system on a broad basis.

The bad news was that a national debate flared up over the application of affirmative action to faculty hiring and scarce places in professional schools. Affirmative action, preferential treatment, and reverse discrimination were arrayed on one side; merit, standards, and qualifications were arrayed on the other. Those committed to the methods of the 1960s and early 1970s for getting fairer treatment for blacks were forced to defend themselves against charges that they were enemies of merit and historic standards of qualification. With the Baake case in 1979, affirmative action policies that were the bedrock of black progress were cast in doubt.

On top of that, federal legislation in 1978 put middle income students under the tent of federal financial aid. To this day, this policy shift haunts the debate on how much money is enough to finance needy students. Limits on total aid availability have significantly increased unmet need and shifted more and more aid from grants to loans for even the lowest income students.

We Did It Once

Second, it's important to remember how much *can* be done in a short time. In 1965, we viewed inequality with a sense of outrage as the Civil Rights Movement brought the nation face to face with the lack of basic fairness in its institutions North and South. National leadership helped forge a broad consensus that the needs of blacks must be addressed in as many areas as possible—from removing legal barriers to full citizenship to major programs for education and training. Studies validated the need for aggressive and creative action. Legislation, presidential executive orders, and court decisions all served to open up the system.

In this context, *all* sectors of higher education moved to bring blacks into the system. Two-year colleges offered urban locations and open admissions—a key response to the unequal, pre-college backgrounds of blacks. Four-year colleges did whatever appeared to be within reason to admit larger numbers of black students—including modifying admissions criteria and establishing internal academic and social support programs. Highly selective colleges developed linkages with pre-schools and special pre-college programs to identify talented students. The historically black colleges expanded their enrollments and changed their curricula.

On a broader front, the federal government became a primary actor in reducing financial barriers to college. Major corporations and foundations put higher education for blacks high on the agenda and created fellowship programs for graduate study targeted with Ph.D. work. Special programs were devised for getting blacks into professions such as engineering.

Little wonder, in the context of this commitment, that so much was gained.

Will We Do It Again?

Unless we are to drift through another decade of lost opportunity, we need a new sense of urgency and a new consensus. But the 1980s are not the 1960s. Today, black progress is tied to the overriding national concern for economic development and the challenge of international competition.

It just so happens that 94 percent of black Americans are concentrated in regions between which the domestic economic development wars are raging. Half of the black American population lives in the Sun Belt. The other half is concentrated in only ten states in the Northeast, Midwest, and California. In both regions there are major concentrations of poverty—some urban, some rural—that economic development continues to bypass.

None of these regions will achieve their development goals without special, concentrated attention to the education of black Americans. Each of these regions must bring young blacks into positions of contributing to, rather than burdening, their regional economies. Higher education, with its special relationships to the schools below, is a major vehicle through which this contribution can be made.

A special opportunity for progress has already been set in place by the dramatic changes of the late 1960s and early 1970s. Blacks participate in higher education on a scale unlike any other sector where there is competition for places. And while higher education has its problems, compared to life in the inner cities it is a thriving sector. Graduation from college almost guarantees movement into some range of the middle class. Without increases in enrollment, the current 55,000 to 60,000 baccalaureates earned each year could rise to 85,000 to 90,000 by 1998. Community colleges would have to produce more transfer students for four-year colleges. Four-year colleges, especially public ones, would have to retain more of their black entrants until graduation.

The challenge is to make the system work more effectively for the nearly 1 million blacks already in college, and pull in additional numbers to the level of parity. These numbers are manageable in a period of demographic decline in the 18-24-year-old age cohort. A 5 percent enrollment drop, which is likely, creates 600,000 new positions in a system with 12 million students. The million blacks now in higher education could rise by 600,000 over four to eight years—just as they did in the period from 1970 to 1977.

But how will this happen?

First of all, we must make good use of the experience, expertise, and counsel of the historically black colleges. These institutions have remained the most effective instrument for moving large numbers of black students through to degrees, despite their unequal educational preparation.

Second, the rest of higher education must take on the educational problems that the black colleges assume as a matter of course. Black students with unequal test scores must be admitted into, and move through, two-year and four-year, public and private institutions. There is simply no other way to make dramatic progress.

The debate about standards as defined by test scores and other quantitative indices is still a critical one. Those of us arguing for inclusion have been heavily on the defensive, viewed as being opposed to standards and unwilling to believe that blacks can measure up to tough standards.

Yet all we need to do is to look at the record of the historically black colleges to see what is possible. Many black colleges *start* with students who are among the least prepared. In one Southern state I know, only 28 percent of the black freshmen entering the historically black public colleges scored above 15 on the ACT; the comparable figure for black freshmen entering the four-year, formerly white public colleges was 81 percent.

Yet graduation rates by black colleges are higher, and the graduates of black colleges do about as well as do the black graduates of white colleges in post-baccalaureate jobs and schools. This showed up in a recent study by Joan Baratz-Snowden of the Educational Testing Service. Two other studies, using data from the National Research Council, showed that from 1975 to 1980, and again in 1984, the top ten schools in baccalaureate origins of doctorates, except for one, were historically black colleges.

The point is that unequally prepared students *can* be educated to high levels of performance. We can take students into the system and educate them according to their innate abilities hidden under poor preparation. That is the national challenge if another decade is not to be lost.

The *magnitude* of this challenge is revealed in the 1985 data about scores on the Scholastic Aptitude Test (SAT). The national average for white students was 939. The two highest income groups of black students ($40,000 and $50,000 and up)—10,000 students in all—came out with 775 and 837. It was crushing to see that neither of these averages was as high as that of the 14,000 whites who were in the lowest income group (under $6,000) and had an average score of 865.

As one might say in chagrin and frustration, we are talking serious, serious problems in terms of the impact of inequality.

The battle and the war may well turn on the simple question of whether those who teach believe that they can find ways to enable all students to perform up to their standards—or believe that the task is impossible because of failures at lower levels of schooling. The history of black education is a saga of knowing that there is no point in assessing blame or seeing impossibilities in the unequal preparation of students. Rather, one organizes against the results of inequality and does whatever is necessary to bring students to a standard of competence. The implications for everything, from admissions standards to the structure of the curriculum to the time necessary to achieve a degree, are profound.

Unequal, positive treatment, directly and sensitively done, for those receiving unequal negative treatment outside the schools and colleges—this must be our guiding principle. Without that principle converted to action, classroom by classroom, school by school, college by college, we will come to the end of the century without advancing the unfinished agenda of racial equality.

A word about some public policy initiatives that would offer incentives for doing a better job with existing resources.

In the large numbers of states where high school exit examinations are now being required for a diploma and increasingly rigorous course requirements are being imposed, triggers for equalizing opportunity should be fashioned. For example, data collected on examination performance and course patterns should include race. Where differences between races exceed a certain level, a plan should be required for closing the gap, and funds should be provided for implementing the plan. The larger the concentrations of those not achieving the standards, the larger the pool of available dollars should be.

> The point
> is that unequally
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> be educated to
> high levels of
> performance.

Two-year colleges showing concentrations of black students should be funded so they can plan how to increase the transfer rate of these students to four-year institutions. The plans should draw upon existing faculty and support personnel so it becomes the mission of the campus—not a special project—to move forward on the transfer agenda. Two-year colleges might receive a bonus for each transfer student they actually graduate, and four-year institutions might receive the same for sending black students on to full-time graduate study.

Four-year colleges that show significantly lower retention and graduation rates for black students should be required to develop a specific plan to close the gaps. An approved plan might receive funding with a proviso similar to the two-year colleges—existing resources also must be employed to attack the problem.

Four-year institutions willing to experiment with more inclusive admissions criteria in order to admit more black students should be asked for a plan to do so—and the plan should be funded.

Private colleges already receive funds from a large number of states. An additional pool should be set aside for those colleges willing to increase their black student enrollment by significant amounts. They might be designated an opportunity college by the state and receive bonus funding based on demonstrated success.

Historically black colleges should receive additional funding to enhance their programs and should become special research and demonstration centers for the state. Federal funding should join state funding since these centers will benefit others in regions where there are no black colleges. Special attention should be paid to black colleges with an unusual pattern of moving talented students into graduate and professional schools.

Such is the agenda as I see it. The question is, who will lead? Will it be the national associations of educators? Will it be the governors, who are the major force in the reforms to date? The regional education compacts? The traditional civil rights organizations? The chairs of the education committees in the House and Senate? The national organizations of state legislators and the black caucuses within them? The mayors of the fifty largest cities? The leaders of the great foundations with historic ties to black education?

Black Americans were at the cutting edge of change in the 1960s, forcing the nation to confront and affirm its commitment to its ideals of equality. Twenty-five years later, black educators have the challenge of finding the strategies that will move decisionmakers at the national and state levels to fulfill the promise of the decade of progress rather than repeat the disappointments of the lost decade.

In the 1960s, with the President of the United States echoing the anthem of the Civil Rights Movement, some or all of the above were in the field, working to make things happen. It can happen again. The 1988 election season can stir a new debate and generate a sense of how much is possible. We are poised now to repeat another lost decade, or to surge forward once again.

Mr. **Williams**. Thank you, Dr. Blake. Our final witness is Dr. Witty, Dean of the School of Education, Norfolk State University. Dr. Witty, it is nice to have you with us, and please proceed.

Dr. **Witty**. Thank you, Mr. Chairman, and to the other members of the Committee, my name is Elaine P. Witty. I serve as Dean of the School of Education at Norfolk State University.

I am speaking today as a representative of the President, Dr. Harrison B. Wilson.

I would like to thank you for this opportunity to speak on the future of black Americans in higher education. My statement will center around the need to improve the educational pipeline for black children so that their access to a future in higher education will be enhanced. The potential supply of black students to postsecondary education can be determined by examining the performance of black students in elementary and secondary schools today.

My main points are these:

Number one, black children are woefully underserved by America's educational system.

Number two, black teachers are disappearing from the teaching profession. This is a critical concern because black teachers are needed to serve as role models and as effective instructional leaders for black children and for other children in public schools.

Number three, better research and more effective dissemination of research already available is needed to improve the education of black children.

Number four, collaborative efforts involving several historically black universities should be funded to create a national clearinghouse for research and development on improving the education of black children.

Number five, faculty and administrators in black colleges and universities have demonstrated success in teaching black youth. Their experiences and knowledge can be used to improve the education of black children in elementary and secondary schools.

And, number six, improving the education of black children will improve the national security, the economic health of the nation, and the quality of life for all.

Evidence that America's educational system is failing in its efforts to educate black children and youth has been documented in numerous reports. Analysis of data from the National Assessment of Educational Progress revealed that seventeen year old black and Hispanic students, on the average, read only about as well as thirteen year old white students.

Although the Scholastic Aptitude Test, the SAT, is questionable as a measure of academic potential, it is widely used in America to inform critical decisions about scholarships and college admissions. It provides additional evidence of the failure of the educational system. A profile of college bound seniors prepared in 1985 showed the disparity among the scores for black students as follows:

SAT average combined scores for white males, 969; for white females, 912; for black males, 748; and for black females, 705.

Black students are experiencing educational gaps at each educational level. Highly publicized problems with black college students failing teacher tests and other standardized tests reflect the inadequacies of the tests, but they also reflect the lack of quality educational programs for blacks from kindergarten to college.

The College Board report, Equality and Excellence: The Education Status of Black Americans, indicated that the educational pipeline problems of black students may be related to disproportionate enrollment in special education programs; overrepresentation in vocational education programs and underpresentation in academic programs and programs for the gifted and talented; inappropriate course work selection in mathematics, physical sciences and social studies in secondary schools; less access to microcomputers and programs leading to concept development.

Problems such as these reduce the number of black students who are prepared for successful participation in college and in programs designed to prepare future teachers. Even though the pool of black students entering kindergarten is adequate, the pool is reduced at various levels throughout the pipeline so that it is unacceptably small at the point of entry to teacher education at the college.

The problems that black children face in schools are now being compounded by the disappearance of black teachers. While black and other minority children represent approximately a third of the school population, and their number is increasing, teachers from these groups represent less than ten percent of the population, and their number is decreasing.

A smaller percent of the teachers in America now are black than was the case just six years ago. An NEA survey revealed that in 1986, blacks comprised only 6.9 percent of the teaching force. This figure is down from 9.7 percent reported by the NEA in 1980.

The picture for the future does not look bright. According to an AACTE survey of 1,271 colleges and universities that prepare teachers, the number of minority students in teaching preparation enrolled in 1987 was shockingly low. At that time, data showed that of all college students studying to become teachers in elementary schools, only 4.3 percent were black. Of all of those studying to teach in high schools, only 4.1 percent were black.

Although some persons will enter the teaching profession through alternative certification routes, most black teachers for the immediate future will most likely enter the profession through Teacher Education Programs. While there is an upturn in the number of white adults entering teaching through alternative certification routes, Deans of Schools of Education at historically black universities report that the number of black adults following the alternative certification route is a very small proportion. In some of our historically black universities' Schools of Education, you find almost fifty percent of the students are white.

Several factors inter-relate to cause the decline in the number of black teachers. One is what has been mentioned about the decline in the number of black high school graduates going on to college. Another is that teaching as a career choice has lost ground, and we have heard some testimony about that. The third point not mentioned today is the teacher testing movement has eliminated many black prospective teachers. Given state policies now on the records, by 1990 at least forty-four states will have mandatory tests for initial teacher certification and twenty-seven states will have mandatory tests for admission to teacher education programs. These testing programs eliminate a lot of our potential teachers. Studies on the testing effects in ten states led Pritchy Smith to report that regardless of the type of test, which was the MCDR state developed test, the impact on the reduction of minority teachers was the same.

We are proposing the establishment of a national research and development clearinghouse that would be devoted to improving the education of black children and thereby raising the educational success rates of public schools in general and historically black colleges in particular. The proposed clearinghouse should include but not be limited to tasks such as the following—and, Mr. Chairman, since it is late, I will not read all of these into the record—but I will just mention:

Collecting and interpreting research and proven practices for educating black children. The effective schools research by Ronald Edmonds and others should be highlighted.

Disseminating research findings in a useful form to teachers and administrators in schools and colleges across the nation.

Providing leadership and training for college and university personnel to change and strengthen programs designed to prepare teachers. This need is apparent in both black and in white universities.

It is clear that teachers across the land are ineffective in educating black children. Since over 87 percent of the teachers in America are white, it is safe to assume that predominantly white universities and colleges are failing to produce teachers with the competencies needed to be successfully educate black children.

Another task of the clearinghouse would be identifying and eliminating the critical barriers that limit appropriate linkages between traditionally black universities and public schools and the communities.

Training for elementary and secondary school administrators to enhance their leadership influence in schools and communities as it relates to educating black children would assist us in having more black children prepared to go into science, math, teacher education and humanities.

There are a number of other factors that we would suggest should be considered by the clearinghouse, but I will not read those in the interest of time.

One that I would mention though is the development and disseminating assessment instruments and procedures for determining the extent to which teachers have mastered cultural literacy competencies. We are concerned about the testing movement today that they have failed to screen our teachers who are ineffective as teachers of black children and teachers of other minority children, so we think that there is tremendous problems with the testing movement.

The proposed clearinghouse should be based in a traditional black university and should involve the collaboration of several such universities. The rationale for such consideration is as follows:

Predominantly black universities and colleges have over the years developed strong reservoirs of knowledge about educating black youths who have been underprepared by the nation's elementary and secondary schools.

Predominantly black universities and colleges serve a vital national service by attracting, educating, and graduating black men and women who are competitive in the labor market and make valuable contributions to society. The nation would be well served by strengthening the research and development capabilities of these universities.

Predominantly black colleges and universities have demonstrated their capacity to prepare black students for success on standardized tests, job performance assessments, and other employment barriers. This information should be used to help high schools and elementary schools experience success with black boys and girls enrolled in other schools.

Improving the education of black children will be good for black families and for the nation. While the writers of "A Nation at Risk: The Imperative for Educational Reform" noted that national survival was related to educational achievement, they failed to consider the needs of the public schools as related to educating black children. Demographic studies indicate that the future work force will continue to increase in its black and other minority population. Informed self-interest suggests the advantages of providing good educational backgrounds for groups that the nation will depend upon for a large portion of its goods and services.

Thank you.

[The prepared statement of Dr. Elaine P. Witty follows:]

Testimony for Hearing on
The Unique Role and Mission of Historically Black Colleges and Universities

by

Elaine P. Witty
Dean, School of Education, Norfolk State University

for the
Subcommittee on Postsecondary Education
Committee on Education and Labor
U.S. House of Representatives

September 12, 1988
10:00 A.M.

Health and Sciences Building Auditorium
North Carolina Central University
Durham, North Carolina

Thank you for this opportunity to speak on the future of Black Americans in Higher Education. My statements will center around the need to improve the educational pipeline for Black children so that their access to a future in higher education will be enhanced. The potential supply of Black students to post-secondary education can be determined by examining the performance of Black students in elementary and secondary schools today.

My main points are these:

1. Black children are woefully underserved by America's educational system.
2. Black teachers are disappearing from the teaching profession. This is a critical concern because Black teachers are needed to serve as role models and effective instructional leaders for Black children and for other children.
3. Better research and more effective dissemination of research already available is needed to improve the education of Black children.
4. A collaborative effort involving several historically Black universities should be funded to create a national clearinghouse for research and development on improving the education of Black children.
5. Faculty and administrators in Black colleges and universities have demonstrated success in teaching Black youth. Their experiences and knowledge can be used to improve the education of Black children.
6. Improving the education of Black children will improve the national security, economic health of the nation, and quality of life for all.

Evidence that America's educational system is failing in its efforts to educate black children and youth has been documented in numerous reports. Analysis of data from the National Assessment of Educational Progress revealed that 17 year-old Black and Hispanic students, on the average, read only about as well as 13 year-old white students. (Mingle, 1987).

Although the Scholastic Aptitude Test (SAT) is questionable as a measure of academic potential, it is widely used in America to inform critical decisions about scholarships and college admissions. It provides additional evidence of the failure of the educational system. A profile of college bound seniors prepared by Ramist and Arbeiter (1985) showed the disparity among the scores for black students as follows:

SAT average combined scores for white males	969
SAT average combined scores for white females	912
SAT average combined scores for Black males	748
SAT average combined scores for Black females	705

Black students are experiencing educational gaps at each educational level. Highly publicized problems with Black college students failing teacher tests and other standardized tests reflect the inadequacies of the tests but they also reflect the lack of quality educational programs for Blacks from kindergarten to college.

The College Board report, Equality and Excellence: The Educational Status of Black Americans (1985) indicated that the educational pipeline problems of black students may be related to:

- . disproportionate enrollment in special education programs
- . over representation in vocational education programs and under-presentation in academic programs and programs for the gifted and talented,
- . inappropriate course work selection in mathematics, physical sciences and social studies,
- . less access to microcomputers and programs leading to concept development.

Problems such as these reduce the number of black students who are prepared for successful participation in college and in programs designed to prepare future teachers. Even though the pool of black students entering kindergarten is adequate, the pool is reduced at various levels thoughout the pipeline so that it is unacceptably small at the point of entry to teacher education.

The problems that Black children face in schools are now being compounded by the disappearance of Black teachers. While Black and other minority children represent approximately a third of the school population and their number is increasing, teachers from these groups represent less than ten percent of the population and their number is decreasing.

A smaller percent of the teachers in America now are Black than was the case just six years ago. An NEA survey revealed that in 1986, Blacks comprised only 6.9 percent of the teaching force (NEA, 1987). This figure is down from 9.7 percent reported by the NEA in 1980. (NEA, 1980).

The picture for the future does not look bright. According to an AACTE survey of 1,271 colleges and universities that prepare teachers, the number of minority students enrolled in

1987 was shockingly low. At that time data showed that of all college students studying to become teachers in elementary schools, only 4.3 percent were Black. For those studying to teach in high schools, only 4.1 percent were Black. (AACTE, 1987).

Although some persons will enter the teaching profession through alternative certification routes, most Black teachers for the immediate future will most likely enter the profession through teacher education programs. While there is an upturn in the number of white adults entering teaching through alternative certification routes, deans of schools of education at historically Black universities report that the number of Black adults following the alternative certification program is small.

Several factors inter-relate to cause the decline in the number of Black teachers.

- Even though the percent and number of Black high school graduates increased from 1976 to 1985, the college-going rate for Blacks decreased during that period. (American Council on Education, 1987).

- Teaching as a career choice of college students has lost ground. The number of baccalaureate degrees in education conferred to Black and other minority students dropped 50.2 percent from 1975-76 to 1984-85. (American Council on Education, 1987).

- The teacher testing movement has eliminated many Black prospective teachers. Given state policies now on the records, by 1990 at least 44 states will have mandatory tests for initial teacher certification and 27 states will have mandatory tests for admission to teacher education programs. (Office of Educational Research and Improvement, 1987).

> Studies on the testing effects in ten states led Smith (1984) to report that "regardless of the state and regardless of the type of examination--entrance or exit, standardized or customized--disproportionate numbers of minority teachers are being screened out of the teaching profession."

We are proposing the establishment of a national research and development clearinghouse that would be devoted to improving the education of Black children and thereby raising the educational success rates of public schools in general. The proposed clearinghouse should include but not be limited to tasks such as the following:

- Collecting and interpreting research and proven practices for educating Black children. The effective schools research by Ronald Edmonds and others should be highlighted.

- Disseminating research findings in a useful form to teachers and administrators in schools and colleges across the nation.

- Providing leadership and training for college and university personnel to change and strengthen programs designed to prepare teachers. This need is apparent in both Black and white universities.

  It is clear that teachers across the land are ineffective in educating Black children. Since over 87 percent of the teachers in America are white, it is safe to assume that predominantly white universities and college are failing to produce teachers with the competencies needed to be successful with Black children.

- Identifying and eliminating the critical barriers that limit appropriate linkages between traditionally Black universities and public schools and the communities.

- Analyzing instructional materials and textbooks used in teacher education programs to determine the fallacies, omissions, and bogus research included in curricula for future teachers.

- Providing training for elementary and secondary school administrators to enhance their leadership influence in schools and communities as it relates to educating Black children.
- Conducting research to determine the cultural literacy competencies needed by teachers and to develop instructional materials for teaching the competencies.
- Developing and disseminating assessment instruments and procedures for determining the extent to which teachers have mastered cultural literacy competencies.
- Identifying and assessing programmatic strategies which effectively meet the educational, social and cultural needs of Black children.
- Collecting and disseminating data on validated educational programs that significantly improve academic achievement of Black children in the nation's public schools.
- Improving the cooperative relationships among Black colleges and universities and public school systems.
- Developing, testing, and disseminating information about effective models for recruiting, educating, and assessing Black teachers.

The proposed clearinghouse should be based in a traditionally Black universitiy and should involve the collaboration of several such universities. The rationale for such a consideration is as follows:

. Predominantly Black universities and colleges have, over the years, developed strong reservior of knowledge about educating Black youths who have been underprepared by the nation's elementary and secondary schools. This rich source of knowledge should be collected and used to improve the education of Black children at all educational levels.

- Predominantly Black universities and colleges serve a vital national service by attracting, educating, and graduating Black men and women who are competitive in the labor market and who make valuable contributions to society. The nation would be well served by strenghtening the research and development capabilities of these institutions.
- Predominantly Black colleges and universities have demonstrated their capacity to prepare Black students for success on standardized tests, job performance assessments, and other employment barriers. This information should be used to help high schools and elementary schools experience success with Black boys and girls.

Improving the education of Black children will be good for Black families and for the nation. While the writers of A Nation at Risk: The Imperative for Educational Reform noted that national survial was related to educational achievement, they failed to consider the needs of the public schools as related to educating Black children. Demographic studies indicate that the future workforce will continue to increase in its Black and other minority population. Informed self-interest suggests the advantages of providing good educational backgrounds for groups that the nation will depend upon for a large portion of goods and services.

Summary

The education of Black children and youth must become a national priority. To promote such a priority, a national clearinghouse on the education of Black children is proposed. The clearinghouse should be established at a traditionally Black university and should involve a collaborative effort of several universities.

Research and development functions of the clearinghouse should include a broad focus on the education of Black children in elementary and secondary schools as well as in colleges and universities. Finally, special attention should be given to attracting and training Black teachers in sufficient numbers as to provide parity and equity in public schools and colleges.

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Mr. **Williams**. Thanks to both of you. Mr. Owens.

Mr. **Owens**. Dr. Blake, you recommended a Commission on Black Higher Education and the words that, I do not endorse the idea that they need to be so special, but that an effort be made to deal with this problem. We have a problem with education in general in America, an urgent situation and emergency, but within that emergency, we have a capacity, or I guess a capacity within that emergency that needs to be addressed, but speakers before you said and I think Dean Witty's presentation also said that you can't deal with it successfully. It seems to me if you are going to have a Commission, you are going to have a Commission on Black Education, not Black Higher Education. The inter-relation is so obvious, the problems there, that I don't see how a Commission on Black Higher Education would be adequate. We need a Commission on Black Education to deal with some basics and some fundamentals.

Mr. **Blake**. I would agree with that. In fact, I am looking at my testimony. I did not recommend a Commission on Higher Education, I recommended a Commission on Black Education, and I further recommended that there ought to be, which is something I think you have recommended too, the proposal that there be a White House Conference on Black Education.

You see, it is tradition in this country that when there is some kind of national fear it is just an ordinary garden variety response to form a Commission or a Council or have a National or White House Conference of some kind, you know, whether it is AIDS, acid rain, or drug abuse, or whatever. It is, I think, significant that this particular issue, as critical as it is, does not appear to have that kind of urgency, or does not have that kind of value in terms of the perception of the nation. Within the problems of education for all Americans, which is talked about a lot, you have a crushing problem within, that if it is not dealt with, it is not going to allow the broader problem to have solution.

The Southern Governors did a report which they called "Shadows on the Sun Belt" and in that report, they were essentially pointing out that within the resurgence of economic development in the southern states there were large numbers of people that this development was passing by. Fifty-five percent of the blacks still live in the southern states, and over sixty percent of the high school graduates that have been talked about are in the southern region. That is the distribution of the population.

What they said in that report was that our continued drive for economic development is not going to succeed if we continue to leave behind these very large pockets of people who are poorly educated, who cannot get into the work force at the level that the economy is going to demand at the turn of the century, and, therefore, all of this economic development is going to have a drain on it in terms of caring for or looking out for these people who cannot function as productive citizens in the society.

Therefore, I would agree with you that we should talk about a Commission on Black Education because it evolved in a kind of seemless way, and these things, the commission or conference, would have as its first goal trying to get the nation's attention that this does put the nation at risk in a fundamental way just as the other general problems, and unless we can get that done, then I think the kinds of things we have been talking about here today are just simply not going to have the focal point, and not going to happen.

Black colleges are going to be ignored, undersupported, mistreated, and it is such a waste to see that pattern continue when all of the kinds of potential that has been laid before the Subcommittee today, it is just there bubbling below the surface, that with adequate support and with the kinds of leadership that we are searching for within the federal government, which relates to the leadership of the nation, that we can begin to move the kinds of agendas that we have heard talked about here much more aggressively and much more forcibly.

Mr. **Owens**. Thank you.

Mr. **Williams**. There is a clear possibility that today's hearing will mark the beginning of a new aggressive and fruitful potential to this important element within America's system of higher education.

We appreciate very much your good counsel and being our final panel at the end of the day, we appreciate your patience.

Mr. **Blake**. And I think I spoke to you in the hall, by saying that I think this has been a historic hearing, Mr. Chairman, and Congressman Owens. Almost twenty years ago, I was present at the first hearing in which all the black colleges went to represent themselves as a group. That was before what was then the Select Committee under the Chairmanship of Congresswoman Edith Green, and I believe that Herman Branson was also at that hearing. This is the first time since almost twenty years ago that there has been a congressional hearing which focuses exclusively on the black colleges and black higher education. I want you to know that your comments are well taken. This is a kind of historic occasion and if we use it well, it may very well represent a potential turning point in terms of moving these issues down a different road. So I want to say thank you very, very much for having done this, and Congressman Owens I know has recommended and pressed for this for a very long period of time.

Mr. **Williams**. You are very welcome. My thanks particularly to Congressman Owens for his leadership in encouraging this hearing. I appreciate his attendance at our hearing today. Our thanks to all of the witnesses. This hearing is adjourned.

[Whereupon, at 1:54 p.m., the Subcommittee was adjourned.]

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